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ABSTRACT

This document is the second annual status report of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 describes six documents developed during the project; identifies persons participating in the project; reports that the effective schools research is applicable at all levels of a suburban school system; reports that vital dialogs have developed among building staffs engaged in the project; and concludes that effective schools projects should follow a definite process, set forth in the Second Overview. Section 1 also reviews the assumptions, concepts, and research findings upon which an effective schools project is built. Section 2, titled "Student Achievement," includes summary tables and comments, disaggregated analyses of student achievement and concomitant goal data for five schools and an analysis of the socioeconomic distribution of students in Regents and non-Regents sections. Section 3, "Correlates of an Effective School," contains summary tables and comments, as well as activities pertinent to each correlate and needs assessment data for the five schools. Appendices include: "How to Read a Disaggregated Analysis"; "Statistical Data for the Analysis of the Socio-Economic Distribution of Students in Regents and Non-Regents Sections"; and "Summary of Responses to the Connecticut School Interview, May 1983, May 1984, and May 1985." (IW)

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SPENCERPORT CENTRAL SCHOOLS

Spencerport, New York 14559

MORE EFFECTIVE SCHOOLS/TEACHING PROJECT

Second Annual Report

September 1985

EA 018 766

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Section I

Introduction

During the 1982-83 school year the Spencerport Central School District embarked upon a comprehensive project to study the effective schools research and to see what implications it has at all levels of a suburban school system. The purpose of this report is to present a status (not evaluation) document summarizing findings at the end of the second full year of operation. Hopefully this report will stimulate all in the district to pause and reconsider what they are, and should be doing to improve their school. By looking at what has occurred, as seen through a different set of eyes, Building Planning Teams might generate new insights into how to reach the goal of effectiveness.

During the two and a half years of the project a number of documents were prepared. They are:

Master Plan - Report of the Leadership Planning Team to the Superintendent. The report was approved by the Board of Education in May 1983.

First Overview of the Project -

This bulletin is designed to be read immediately following Edmonds' article "Effective Schools for the Urban Poor." It contains definitions of each of the correlates of effectiveness mentioned in Edmonds' concluding paragraphs. December 1983.

Second Overview of the Project -

This bulletin sets forth the various steps in the project's design and development. July 1984.

Conducting An Effective Schools Program -

This article discusses and operationally defines the differences between a generalized school improvement project and an effective schools project. June 1984.

First Annual Report -

A comprehensive evaluation report setting forth detailed statistics regarding student achievement and the extent to which the correlates have been implemented in each building. October 1984.

First Annual Report, Executive Summary - October 1984.

Copies of all of the above documents, except the First Annual Report, will be supplied upon request.

It is important to recognize that this project could not have been successful without the many, many hours of thought and work given by each Building Planning Team. Their leadership was, and is essential -- and gratefully appreciated. The members of the 1984-85 Building Planning Teams were:

Bernabi:	Marilyn Burkey Anthony LaMonica Sonia Davis Sheila Markman Anthony Marcello Louise Sprecher, Principal
Munn:	Terry Dingee Sue LaManque Harold Heady Denise Osborne Adele Palmateer Kay Shillito Matt Natalie, Principal
Town Line:	Jim Alexander Bonnie Lippa Linda Muir Marian Smith Larry Trippodo Anne Wallace Milton Ryan, Principal
Cosgrove:	Terry Hedges Robert Kincaid Roger Klimek Eileen Piskacek Al Pogue Manuel Panarites, Principal Ed Przybycien, Assistant Principal
Wilson:	Milton Danko James Dentinger Ronald Broadbent David Hamilton Bonnie Seaburn Wilbur Selander, Principal Ross Constantino, Assistant Principal

It also must be said that this project could not occur without the enthusiastic support of the Superintendent of Schools, Mr. Joseph Clement, Jr. and the Board of Education. The members of the 1984-85 Board of Education are:

Mrs. Gay Lenhard, President
Mr. Myron Fox, Vice President
Mr. Larry Becker
Mrs. Beverly Brust
Mr. Burton Judd
Mr. Elwood Noxon
Dr. Sam Rivoli

Most importantly, this project would have failed without the time, knowledge, wisdom and graciousness provided by its consultant -- Dr. Lawrence Lezotte of Michigan State University. His willingness to give us his professional and family time is deeply appreciated.

We believe that so far several key observations have emerged:

1. The effective schools research is applicable at all levels of a suburban school system. At no time while we were implementing it have either major or minor questions been raised regarding its applicability to a suburban setting.

2. As a result of building staffs working on this project, dialogue has centered around key, crucial, important topics. For example, what can be healthier and more important than for a building to discuss, argue and decide its central mission! Or to face up to the possibility that it might not have high expectations that all students can learn!

3. There is a definite process which should be followed in an effective schools project. It is briefly set forth in the Second Overview.

Finally, it might be good at this juncture to pause and set forth once again the basic assumptions, concepts, research findings upon which an effective schools project is built. They were developed and unanimously agreed upon by the Leadership Planning Team as a part of the process of developing the district's master plan. They are:

1. Virtually all students are educable when educability is defined as pupil acquisition of basic school skills.

2. Research concludes that the school effects are more powerful than familial effects. This conclusion must not be taken to mean that there is no familial effect in pupil acquisition of academic skills. In some families background does not limit a student's ability to acquire basic school skills, but some families can enhance student achievement well beyond basic school skills.

3. a. Annually the goal of education for each youth is to bring him or her to at least the standard of minimum academic performance for that grade level so that he or she can perform successfully in the next grade.

   b. Further, the goal of education is to prepare students so that they can make as many choices as possible. Thus upon graduation from high school all students would be able, as a result of their education, to choose whether or not to enter college, or to attend another form of post high school education, or to obtain a job.

4. There is a positive correlation between academic student achievement and staff expectations.

5. An emphasis upon learning, upon academic achievement, is the prime purpose of public education.

6. Teachers and principals can and do make a key difference in the quality of education each child receives.

7. A school building is a complex social system with a set of norms, beliefs and patterns of behavior which can facilitate or hinder learning.

8. Collaborative, cooperative, collegial, supportive, noncoercive planning especially at the building level and accompanied by support form District Office personnel is they key approach to improvement.

9. The building principal has a key role in establishing the climate of his or her building.

10. Change is a process, a series of related events. It is not one event.

11. Ideal change fosters ownership and commitment by all participants.

12. In many ways, the schools in this district are effective. The challenge is to make them more effective.

13. This project affects all school personnel.

14. Because the climate of a school is dependent upon all of its occupants, the individal school building as a whole is the strategic unit for planned change. To obtain change, attention must be paid to the culture of the school; focusing on the behavior of individual teachers or students is not sufficient.

15. Focusing on effective schools research may necessitate realignment of other priorities within the building.

Section II

Student Achievement

Part A

Summary Tables and Comments

Conclusion

The key project goal is the attainment of effectiveness. To ascertain this disaggregated analyses of student achievement are completed.

For Reading:

1. Partial improvement occurred for three elementary schools and the junior high school.

2. The high school is effective for three consecutive years.

For Mathematics:

1. Improvement occurred in two elementary schools.

2. Partial improvement occurred in one elementary school and the junior high school.

3. Data is not currently available for the senior high school.

For Social Studies:

1. Partial improvement occurred at the junior high school.

2. The high school is effective for three consecutive years.

For Science:

1. Partial improvement occurred at the junior high school.

2. The high school is almost effective.

For Writing:

1. Partial improvement occurred at the junior high school.

2. The high school is effective for three consecutive years.

For English:

The high school is effective for three consecutive years.

*Improvement occurred means that there was both

A. an increase in the proportion of students who demonstrate minimum academic mastery, and

B. a decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

**Partial improvement means that either condition A or condition B occurred.

***No improvement means that neither condition A or condition B occurred.

The project also has a Concomitant Goal directed towards above average student achievement. It should be noted that the Master Plan calls for the Concomitant Goal data only to be monitored. Prime attention in the annual building plans is to be devoted to attaining the Project Goal.

Unusually high proportions of students attain scores in the top three stanines on the Stanford Achivement Test.

	Reading	Mathematics
Bernabi	49%	62%
Munn	36%	55%
Town Line	48%	51%
Cosgrove	32%	49%

	Cosgrove
Language	34%
Listening	26%
Science	28%
Social Studies	38%

The data for students who score 90% or higher on the New York State Regents Exams is:

English	8%
Mathematics	33%
Science	29%
Social Studies	15%

National Average - 23%

Narrative

This section of the report sets forth changes in student achievement which occurred during the life of the project. As the project continues for the next three to five years and as people continue to both study the data and work to improve the correlates associated with an effective school, then it is reasonable to infer that changes in achievement may be related to the project.

The basic goal of the project is:

The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

A. Ninety-five, or greater, percent of all the students at teach grade level shall demonstrate minimum academic mastery. Children in Learning Disabilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

C. The above two conditions shall have been obtained for a minimum of three consecutive years.

This can be illustrated as follows:

	Low Socioeconomic Classes	Middle & Upper Socioeconomic Classes
At or above minimun academic mastery	≧95%	≧95%
Below minimum academic mastery	≦5%	≦5%

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

The table below summarizes whether each building is progressing in reading and mathematics towards effectiveness:

	Reading		Mathematics	
	Compared to Base Year (83)	Compared to Preceding Year (84)	Compared to Base Year (83)	Compared to Preceding Year (84
Bernabi	partial** improvement occurred	partial improvement occurred	improvement* occurred	improvement occurred
Munn	partial improvement occurred	partial improvement occurred	partial improvement occurred	partial improvement occurred
Town Line	partial improvement occurred	partial improvement occurred	improvement occurred	improvement occurred
Cosgrove	partial improvement occurred	improvement did not occur***	improvement occurred	partial improvement occurred
Wilson	effective for three consecutive years		data not available	

*Improvement occurred means that there was <u>both</u>

A. an increase in the proportion of students who demonstrate minimum academic mastery, and

B. a decrease in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

**Partial improvement means that either condition A or condition B occurred.

***No improvement means that neither condition A or condition B occurred.

The table below shows whether the secondary buildings are progressing towards effectiveness in the subject areas indicated.

	Cosgrove		Wilson	
	Compared to Base Year (83)	Compared to Preceding Year (84)	Compared to Base Year (83)	Compared to Preceding Year (84
Social Studies	partial improvement occurred	partial improvement occurred	almost effective for three consecutive years	
Science	partial improvement occurred	partial improvement occurred	effective - June 1983 not effective - June 1984 almost effective - June 1985	
Writing	partial improvement occurred	partial improvement occurred	effective for three consecutive years	
Language	improvement did not occur	partial improvement occurred		
Listening	partial improvement occurred	partial improvement occurred		
English			effective for three consecutive years	

Detailed data upon which the above conclusions are based appears in the later portion of this section.

Spencerport's project is unique in that it also has a Concomitant Goal addressed to excellent achievement. It is:

> ◦Evaluations of ongoing school improvement projects show that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

Below are the standards for monitoring the Concomitant Goal:

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.

2. For those subjects in which a significant percentage of the students take a Regents exam:

   a. A score of 65% of better

   b. An annual increase in the percentage of students taking the exam.

The table below summarizes whether or not the Concomitant Goal for reading and mathematics was met.

	Reading	Mathematics
Bernabi	partial improvement occurred	improvement occurred
Munn	improvement occurred	improvement occurred
Town Line	improvement occurred	partial improvement occurred
Cosgrove	partial improvement occurred	partial improvement occurred
Wilson		improvement occurred

*Improvement occurred means that there is an annual increase in the percentage of students scoring in stanines seven, eight or nine.

**Partial improvement means that an increase occurred either from June 1983 to June 1984 or from June 1984 to June 1985.

The table below shows whether the Concomitant Goal for the other subject areas in the secondary schools was met.

	Cosgrove Grades 7-9	Wilson Grades 10-12
Social Studies	partial improvement occurred	improvement occurred
Science	partial improvement occurred	improvement occurred
Language	partial improvement occurred	
Listening	improvement did not occur	
English		met

While developing the Concomitant Goal data it became very apparent that there are some very high percentages of students obtaining scores indicative of above average academic achievement.

The data for reading and mathematics as measured by the Stanford Achievement Test follow.

	Reading	Mathematics
Bernabi	49%	62%
Munn	36%	55%
Town Line	48%	51%
Cosgrove	32%	49%

National Average - 23%

The data for other subject areas follow.

	Cosgrove
Language	34%
Listening	26%
Science	28%
Social Studies	38%

The data for students who score 90% or higher on New York State Regents Exams follows:

	Cosgrove Grades 7-9	Wilson Grades 10-12
English	--	8%
Mathematics	--	33%
Science	--	29%
Social Studies	--	15%

Comparative data regarding the percent of students throughout New York State who score 90 or higher on Regents exams is not available.

Part B

Disaggregated Analyses of Student Achievement and Concomitant Goal Data

Part B of Section II contains data for each building. Several comments need to be made.

1. The disaggregated analysis of student achievement is a summary of three extensive documents which were given to each building planning team -- one in the summer of 1983, 1984 and 1985. The summary presented in this part of the report is intended to provide an overview, a photograph, of how well the students in each building achieved. All of the data for each subject area, such as math grades 1-6 or math grades 7-8, is collapsed into one table. If the reader wishes to know what occurred at specific grade levels, he or she should consult the individual reports.

2. Because of the centrality of the disaggregated analyses to the project's goal, prime attention should be devoted to them.

3. Explanations regarding how to interpret disaggregated analysis appear in the detailed reports sent to each building each year. For those who wish to go beyond the summary statements which appear in this part, the explanation appears in Appendix A.

4. Because we are dealing only with test scores for students for whom we have an indicator of socio-economic status and because the percentage of students for whom we have data differed (increased) for each year of the project, numbers set forth in this report will not necessarily be the same as numbers in other documents. As best as we can determine, the students for whom we have socio-economic data are representative of the total population.

5. The Project Goal is:

   The instructional program in each building shall be effective. Effective is defined as the combination of all of the following:

   A. Ninety-five, or greater, percent of all the students at each grade level shall demonstrate minimum academic mastery. Children in Learning Diasbilities classes shall be included in building analyses. The effect of the inclusion of the children on the total population shall be carefully monitored and analyzed.

   B. There shall be no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socio-economic class.

   C. The above two conditions shall have been obtained for a minimum of three consecutive years.

5. The Project Goals is: (continued)

Should a school building not be effective according to the criteria of the Primary Goal (above) and its implementing Definitions (below) and Standards (below), then we recommend that the following definition of school improvement be used until the building attains effectiveness.

A. There shall be an annual increase in the proportion of students who demonstrate minimum academic mastery, and

B. There shall be an annual decrease in the proportion of youth demonstrating minimum academic mastery as a funcion of socio-economic class.

6. The Project's Concomitant Goal is:

Evaluations of ongoing improvement projects shows that as overall achievement rises, outstanding individual achievement also rises. Therefore we recommend that the district monitor various indicators to see if the number of students with outstanding achievement rises. (It should be noted that the Leadership Planning Team strongly recommends that building plans center solely around achieving the Primary Goal.)

1. There shall be an annual evaluation of the percentage of students demonstrating superior academic mastery as demonstrated either by scoring in stanines seven, eight and nine on the Stanford Achievement Test or by scoring at or above 90% on a Regents exam.

2. For those subjects in which a significant percentage of the students take a Regents exam:

   a. A score of 65% or better

   b. An annual increase in the percentage of students taking the exam.

BERNABI

Project Goal

Reading Comprehension

Grades 1-6 Inclusive

May 1983

	High School	Post High School
Minimum Academic Mastery 40%ile	86%	92%
Below Minimum Mastery	14%	8%

May 1984

	High School	Post High School
Minimum Academic Mastery 40%ile	89%	93%
Below Minimum Mastery	11%	7%

May 1985

	High School	Post High School
Minimum Academic Mastery 40%ile	91%	92%
Below Minimum Mastery	9%	8%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimumal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery remained constant.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery decreased.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 1-6

National Average	23.0%
--May 1983	48.9%
--May 1984	46.6%
--May 1985	48.5%

This table shows that the project's Concomitant Goal of an annual increase in the percentage of students demonstrating above academic mastery was partially met.

   a. When compared to 1984, there is an increase in the percent of students attaining high scores.

   b. When compared to 1983, there is a decrease in the percent of students attaining high scores.

This table, however, also shows that almost half of the students attain these very high scores.

BERNABI

Project Goal

Total Math

Grades 1-6 Inclusive

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery 40%ile	86%	93%	90%	95%
Below Minimum Mastery	14%	7%	10%	5%

	May 1985	
	High School	Post High School
Minimum Academic Mastery 40%ile	91%	96%
Below Minimum Mastery	9%	4%

1. Compared with the base year of 1983, progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

National Average	23.0%
--May 1983	57.0%
--May 1984	55.0%
--May 1985	62.0%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

This table also shows that three-fifths of the students attain these very high scores.

MUNN

Project Goal

Reading Comprehension

Grades 1-6 Inclusive

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery 40%ile	74%	76%	77%	83%
Below Minimum Mastery	26%	24%	23%	17%

	May 1985	
	High School	Post High School
Minimum Academic Mastery 40%ile	77%	82%
Below Minimum Mastery	23%	18%

COSGROVE

Project Goal

Total Math

Grades 7-8

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	80%	88%	81%	94%
Below Minimum Mastery	20%	12%	19%	6%

	May 1985	
	High School	Post High School
Minimum Academic Mastery	87%	91%
Below Minimum Mastery	13%	9%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the middle and upper SES attaining minimal academic mastery. The proportion of students from the lower SES attaining minimal academic mastery did not change.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

SUMMARY: Slight improvement has occurred, much more needs to occur.

Concomitant Goal

Percentage of Students in Stanines 7-9
Reading Comprehension - Grades 1-6

National Average	23.0%
--May 1983	29.6%
--May 1984	33.6%
--May 1985	35.7%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

This table also shows that one-third of the students attain these very high scores.

MUNN

Project Goal

Total Math

Grades 1-6 Inclusive

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery 40%ile	85%	89%	82%	91%
Below Minimum Mastery	15%	11%	18%	9%

	May 1985	
	High School	Post High School
Minimum Academic Mastery 40%ile	86%	91%
Below Minimum Mastery	14%	9%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery did not change.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

SUMMARY: Slight improvement has occurred, much more needs to occur.

Concomitant Goal

Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

National Average	23.0%
-- May 1983	49.9%
-- May 1984	49.2%
-- May 1985	54.5%

This table shows that the project's Concomitant Goal was met. There is an increase in the percentage of students scoring in the top three stanines.

This table also shows that one-half of the students attain these very high scores.

TOWN LINE

Project Goal

Reading Comprehension

Grades 1-6 Inclusive

Option I Students Included

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	76%	88%	78%	89%
40%ile				
Below Minimum Mastery	24%	12%	22%	11%

	May 1985	
	High School	Post High School
Minimum Academic Mastery	78%	90%
40%ile		
Below Minimum Mastery	22%	10%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was no change in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the middle and upper SES attaining minimal academic mastery. The proportion of students from the lower SES attaining minimal academic mastery did not change.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

SUMMARY: Slight improvement has occurred, much more needs to be done.

Concomitant Goal

Percentage of Students in Stanings 7-9
Reading Comprehension - Grades 1-6

National Average	23.0%
-- May 1983	42.5%
-- May 1984	46.0%
-- May 1985	47.5%

This table shows that the project's Concomitant Goal was met. There was an increase in the percentage of students scoring in the top three stanines.

This table also shows that one-half of the students attain these very high scores.

TOWN LINE

Project Goal

Total Math

Grades 1-6 Inclusive

Option I Students Included

May 1983

	High School	Post High School
Minimum Academic Mastery 40%ile	81%	92%
Below Minimum Mastery	19%	8%

May 1984

	High School	Post High School
Minimum Academic Mastery 40%ile	83%	94%
Below Minimum Mastery	17%	6%

May 1985

	High School	Post High School
Minimum Academic Mastery 40%ile	80%	94%
Below Minimum Mastery	20%	6%

1. Compared with the base year of 1983, progress towards effectiveness did not occur.

   a. There was an increase in the proportion of students from the middle and upper SES attaining minimal academic mastery. But there was a decrease in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, progress towards effectiveness did not occur.

   a. There was a decrease in the proportion of students from the lower SES attaining minimal academic mastery. The proportion of students from the middle and upper SES attaining minimal academic mastery did not change.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

SUMMARY: No improvement has occurred, much needs to be done.

Concomitant Goal

Percentage of Students in Stanines 7-9
Total Math - Grades 1-6

National Average	23.0%
-- May 1983	49.1%
-- May 1984	52.7%
-- May 1985	51.3%

This table shows:

a. When compared to 1984 the project's Concomitant Goal was not met. There was a decrease in the percentage of students scoring in the top three stanines.

b. When compared to 1983 the project's Concomitant Goal was met. There was an increase in the percentage of students scoring in the top three stanines.

This table also shows that one-half of the students attain these very high scores.

COSGROVE

Project Goal

Reading Comprehension

Grades 7-8

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	72%	80%	72%	83%
Below Minimum Mastery	18%	20%	18%	17%

	May 1985	
	High School	Post High School
Minimum Academic Mastery	71%	82%
Below Minimum Mastery	29%	18%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was a decrease (not an increase) in the proportion of students from the lower SES attaining minimal academic mastery. There was, however, an increase in the proportion of students from the middle and upper SES attaining academic mastery.

   b. There was a major increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, progress towards effectiveness did not occur.

   a. There was a decrease in the proportion of students attaining minimal academic mastery.

   b. There was a major increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9 Reading Comprehension - Grades 7-8	
National Average	23.0%
-- May 1983	33.5%
-- May 1984	27.2%
-- May 1985	32.0%

This table shows:

   a. When compared to 1984 the project's Concomitant Goal was met. There was an increase in the percentage of students scoring in the top three stanines.

   b. When compared to 1983 the project's Concomitant Goal was not met. There was a decrease in the percentage of students scoring in the top three stanines.

This table also shows that one-third of the students attain these very high scores.

COSGROVE

Project Goal

Language

Grades 7-8

May 1983

	High School	Post High School
Minimum Academic Mastery	80%	88%
Below Minimum Mastery	20%	12%

May 1984

	High School	Post High School
Minimum Academic Mastery	78%	93%
Below Minimum Mastery	22%	7%

May 1985

	High School	Post High School
Minimum Academic Mastery	78%	86%
Below Minimum Mastery	22%	14%

1. Compared with the base year of 1983, progress towards effectiveness did not occur.

   a. There was a decrease (not an increase) in the proportion of students attaining minimal academic mastery.

   b. There was no change in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was no change in the proporation of students from the lower SES attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Language - Grades 7-8

National Average	23.0%
-- May 1983	31.2%
-- May 1984	35.6%
-- May 1985	34.4%

This table shows:

   a. When compared to 1984 the project's Concomitant Goal was not met. There was a decrease in the percentage of students scoring in the top three stanines.

   b. When compared to 1983 the project's Concomitant Goal was met. There was an increase in the percentage of students scoring in the top three stanines.

This table also shows that one-third of the students attain these very high scores.

COSGROVE

Project Goal

Listening

Grades 7-8

May 1983

	High School	Post High School
Minimum Academic Mastery	75%	83%
Below Minimum Mastery	25%	17%

May 1984

	High School	Post High School
Minimum Academic Mastery	81%	83%
Below Minimum Mastery	19%	17%

May 1985

	High School	Post High School
Minimum Academic Mastery	74%	88%
Below Minimum Mastery	26%	12%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was a decrease in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There was an increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was a decrease in the proporation of students from the lower SES attaining minimal academic mastery.

   b. There was a major increase (not a decrease) in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Listening - Grades 7-8

National Average	23.0%
-- May 1983	29.3%
-- May 1984	27.0%
-- May 1985	26.1%

This table shows that the project's Concomitant Goal was not met. There is a steady decrease in the percent of students scoring in the top three stanines.

This table also shows that one-fourth of the students attain these very high scores.

1. Compared with the base year of 1983, progress towards effectiveness occurred.

   a. There was an increase in the proportion of students attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Total Math - Grades 7-8

National Average	23.0%
-- May 1983	34.3%
-- May 1984	45.8%
-- May 1985	48.7%

This table shows that the project's Concomitant Goal was met. There is an annual increase in the percent of students scoring in the top three stanines.

This table also shows that one-half of the students attain these very high scores.

COSGROVE

Project Goal

Preliminary Regents Competency Test
in Writing

Grade 8

March 1983

	High School	Post High School
Minimum Academic Mastery	88%	95%
Below Minimum Mastery	12%	5%

March 1984

	High School	Post High School
Minimum Academic Mastery	88%	96%
Below Minimum Mastery	12%	4%

March 1985

	High School	Post High School
Minimum Academic Mastery	88%	91%
Below Minimum Mastery	12%	9%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery. There were no changes in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was no change in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There was a decrease in the proportional descrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

The Preliminary Regents Competency Test is designed to identify students who probably will need remediation in order to successfully pass the eleventh grade Regents Competency Test in Writing. Hence, because of the nature of this test, it is inappropriate to develop data pertaining to the number and type of students who attain high scores.

COSGROVE

Project Goal

Science

Grade 8

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	86%	92%	75%	91%
Below Minimum Mastery	14%	8%	25%	9%

Science 8-9 and Regents Earth Science

	May-June 1985	
	High School	Post High School
Minimum Academic Mastery	86%	91%
Below Minimum Mastery	14%	9%

1. Compared with the base year of 1983, partial progress towards effectiveness occurred.

   a. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery. There was no change in the proportion of students from the lower SES attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. There was no change in the proportion of students from the middle and upper SES attaining minimal academic mastery.

   b. There was a major decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Science - Grade 8

National Average	23.0%
-- May 1983	36.7%
-- May 1984	26.4%
-- May 1985	27.6%

This table shows:

   a. When compared to 1984 the project's Concomitant Goal was met. There was an increase in the percent of students scoring in the top three stanines.

   b. When compared to 1983 the project's Concomitant Goal was not met. There was a decrease in the percent of students scoring in the top three stanines.

This table also shows that one-fourth of students attain these very high scores.

COSGROVE

Project Goal

Social Studies

Grade 8

	May 1983		May 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	77%	86%	76%	92%
Below Minimum Mastery	23%	14%	24%	8%

	May 1985	
	High School	Post High School
Minimum Academic Mastery	84%	86%
Below Minimum Mastery	16%	14%

1. Compared with the base year of 1983, partial progress towards effectiveness did not occur.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. There was no change in the proportion of students from the middle and upper SES attaining minimal academic mastery.

   b. There was a decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

2. Compared with the preceding year of 1984, partial progress towards effectiveness occurred.

   a. There was an increase in the proportion of students from the lower SES attaining minimal academic mastery. There was a decrease in the proportion of students from the middle and upper SES attaining minimal academic mastery.

   b. There was a major decrease in the proportional discrepancy between lower SES and middle and upper SES students who scored below minimal academic mastery.

Concomitant Goal

Percentage of Students in Stanines 7-9
Social Studies - Grade 8

National Average	23.0%
-- May 1983	32.5%
-- May 1984	37.7%
-- May 1985	37.5%

This table shows:

   a. When compared to 1984 the project's Concomitant Goal was not met. There was a very slight decrease in the percent of students scoring in the top three stanines.

   b. When compared to 1983 the project's Concomitant Goal was met. There was an increase in the percent of students scoring in the top three stanines.

This table also shows that one-third of the students attain these very high scores.

WILSON

Project Goal

Comprehensive English Regents

Grade 11

	June 1983		June 1984	
	High School	Post High School	High School	Post High School
Minimum Academic Mastery	92%	98%	97%	98%
Below Minimum Mastery	8%	2%	3%	2%

	June 1985	
	High School	Post High School
Minimum Academic Mastery	97%	97%
Below Minimum Mastery	3%	3%

1983 - Effective

1984 - Effective

1985 - Effective

Concomitant Goal

Percentage of Students Scoring 90-100 on the English Regents Exam

-- June 1983	7%
-- June 1984	7%
-- June 1985	8%

This table shows that the first aspect of the project's Concomitant Goal was met. When compared to previous years, the percentage of students attaining scores indicating above average academic achievement increased.

Percentage of Students Taking and Passing English Regents Exam

	Percent Taking	Percent Passing
June 1983	53%	95%
June 1984	47%	96%
June 1985	60%	97%

This table shows that the second aspect of the project's Concomitant Goal was met.

a. There was a significant increase in the percent of students taking the Regents exam.

b. There is an annual increase in the percent of students passing the exam.

NOTE: Because the Regents Competency Test in Reading and Writing is designed to ascertain if a student has skills requisite for graduation, it is not appropriate to develop statistics regarding the number and percent of students who have high scores.

WILSON

Project Goal

Regents Competency Test
in Reading

Grade 11

Jan./June 1983

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

Jan./June 1984

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

Jan./June 1985

	High School	Post High School
Minimum Academic Mastery	100%	100%
Below Minimum Mastery		

1983 - Effective
1984 - Effective
1985 - Effective

WILSON

Project Goal

Regents Competency Test
in Writing

Grade 11

Jan./June 1983

	High School	Post High School
Minimum Academic Mastery	97%	100%
Below Minimum Mastery	3%	

Jan./June 1984

	High School	Post High School
Minimum Academic Mastery	98%	100%
Below Minimum Mastery	2%	

Jan./June 1985

	High School	Post High School
Minimum Academic Mastery	100%	97%
Below Minimum Mastery		3%

1983 - Effective
1984 - Effective
1985 - Effective

WILSON

Project Goal

Math

NOTE: Because of the movement of the ninth grade to the Trowbridge School and because of the accelerated math program, there is a need to recompute all of the data for the math department for June 1983, 1984, and 1985.

Hence, no disaggregated analysis is presented for math.

Concomitant Goal

Percentage of Students Scoring 90-100
Math 10 and 11 Regents Exams

June 1983	26%
June 1984	31%
June 1985	33%

This table shows that the first aspect of the project's Concomitant Goal was met. The percentage of students attaining scores indicating above average academic achievement steadily increased.

This table also shows that one-third of the students attained these high scores.

Percentage of Students Taking and Passing Math 10 and 11 Regents Exams

	Percent Taking	Percent Passing
June 1983	58%	90%
June 1984	56%	87%
June 1985	55%	88%

This table shows that the second aspect of the project's Concomitant Goal was partially met.

a. When compared with 1984 the percent passing increased.

b. When compared with 1983 the percent passing decreased.

c. There is a steady decrease in the percent of students taking the exam.

COMMENT: In June 1984 the John T. Trowbridge building which contained the ninth grade was closed. Starting in September 1984 the ninth grade moved into the Cosgrove Junior High School. Previously the ninth grade had been a part of the Wilson Senior High School.

WILSON

Project Goal

Science

Biology and Chemistry Regents Exams

June 1983

	High School	Post High School
Minimum Academic Mastery	99%	92%
Below Minimum Mastery	1%	8%

June 1984

	High School	Post High School
Minimum Academic Mastery	85%	90%
Below Minimum Mastery	15%	10%

June 1985

	High School	Post High School
Minimum Academic Mastery	94%	94%
Below Minimum Mastery	6%	6%

NOTE: In September 1984, the Trowbridge School closed. As a result. the ninth grade was moved from the Senior High School (Wilson) to the Junior High School (Cosgrove). Hence, the science data was recomputed for June 1983 and 1984; the Earth Science regents data was removed.

1983 - Effective — The total percent of students scoring below minimum academic mastery was 4.8%

1984 - Not Effective — The proportion of students scoring below minimum academic mastery increased significantly.

1985 - Almost Effective

Concomitant Goal

Percent of Students Who Scored 90-100
Biology and Chemistry Regents Exams

June 1983	19%
June 1984	24%
June 1985	29%

This table shows that the first aspect of the project's Concomitant Goal was met. There is a steady percent increase in the percent of students attaining scores indicating above average academic achievement.

This table also shows that one-fourth of the students attain these high scores.

Percentage of Students Taking and Passing Biology and Chemistry Regents Exams

	Percent Taking	Percent Passing
June 1983	43%	91%
June 1984	41%	87%
June 1985	40%	91%

This table shows that the second aspect of the project's Concomitant Goal was partially met.

a. When compared to 1984 the percent passing increased.

b. When compared to 1983 the percent passing was constant.

c. There is a steady decrease in the percent taking the exam.

WILSON

Project Goal

Social Studies

June 1983

	High School	Post High School
Minimum Academic Mastery	94%	93%
Below Minimum Mastery	6%	7%

June 1984

	High School	Post High School
Minimum Academic Mastery	93%	95%
Below Minimum Mastery	7%	5%

June 1985

	High School	Post High School
Minimum Academic Mastery	91%	95%
Below Minimum Mastery	9%	5%

1983 - Effective
1984 - Effective
1985 - Effective

Concomitant Goal

Percent of Students Scoring 90-100
Social Studies Regents Exam

June 1983	9%
June 1984	14%
June 1985	15%

This table shows that the first aspect of the project's Concomitant Goal was met. There is a steady increase in the percent of students attaining scores indicating high academic achievement.

This table also shows that slightly over one-tenth of the students attain these high scores.

Percentage of Students Taking and Passing Social Studies Regents Exam

	Percent Taking	Percent Passing
June 1983	61%	89%
June 1984	57%	92%
June 1985	76%	95%

This table shows that the second aspect of the project's Concomitant Goal was met.

a. There is a significant increase in the percent taking the exam.

b. There is a steady increase in the percent passing the exam.

When one also considers that there is a steady increase in the percent of students scoring 90-100, this represents outstanding accomplishment worthy of special commendation!

Part C

An Analysis of the Socio-Economic Distribution of Students in Regents and Non-Regents Sections

When the Second Annual More Effective Schools/Teaching Project Report was prepared, it was found that the Regents courses in a number of discipline areas at the E. J. Wilson High School were effective.

One of the questions which arose out of this finding was: **Is the socio-economic distribution of students the same in non-Regents sections as it is in Regents sections?**

To answer this question 1984-85 class lists for the tenth grade mathematics and eleventh grade English and social studies courses were obtained. Then, using confidential data on file in the district office, the percentage of students in the lower (i.e. mothers with a twelfth grade education or less) and in the middle and upper socio-economic groups was determined. To see if these percentages were essentially the same or if they were significantly different, the Test for the Significance of Difference Between Two Proportions was computed.

CONCLUSIONS

The basic question being studied is: **Is the socio-economic distribution of students the same in non-Regents sections as it is in Regents sections?** To answer this question, the SES distribution for Regents and non-Regents classes was compared to the SES distribution for the grade level. The analysis yielded these results.

Math - No significant differences in the percentages of students were observed.

English - No significant differences in the percentages of students were observed.

Social Studies -

A. No significant differences were observed for A.P. American History.

B. Significant differences were observed for Enriched Social Studies and American Studies II.

C. Both Regents and non-Regents students are enrolled in American Studies III.

Across disciplines -

A. For Regents and Advanced classes, the distribution of students from the lower SES was substantially the same in three out of four cases.

B. For non-Regents classes, the distribution was substantially the same in two of three cases.

Thus, I conclude:

1. For English and math there is no systematic factor operating which causes students to be assigned to

classes or to sections according to their socio-economic background. Essentially the socio-economic composition of Regents or non-Regents sections is the same.

2. There may or may not be a socio-economic factor operating in connection with the assignment of students to social studies classes or sections. The evidence is inconclusive but tends to indicate that this may be a factor.

3. For the building as a whole, there is no systematic factor operating which causes students to be assigned to classes according to their socio-economic background.

NARRATIVE

Tables I, II and III below summarize the major points set forth in the complete tables found in Appendix B. .

Table I

Tenth Grade - Mathematics

	Lower SES	z Value	Level of Significance
Tenth Gd Math (all classes)	56%	-	-
Math 10	52%	-.59	N.S.
Informal Geometry	66%	1.35	N.S.

Interpretation - Fifty-six percent of the sophomores who take math are from the lower socio-economic class--that is, their mothers have a twelfth grade education or less. Fifty-two percent of the students enrolled in Math 10 are from the lower SES and 66% of the Informal Geometry students are from the lower SES. These percentages are not significantly different from the percentage (56%) of all sophomores taking math. For the percentage to be significantly different, a z value of ±1.96 would be required. See Table I in the Appendix for complete data.

For an explanation of the computation of socio-economic status, see Appendix A.

Table II

Eleventh Grade English

	Lower SES	z Value	Level of Significance
Eleventh grade English (all classes)	57%	-	-
English III	53%	-.80	N.S.
English II	65%	1.54	N.S.

Interpretation: Fifty-seven percent of the juniors who take English are from the lower SES. Fifty-three percent of the students enrolled in English III and 65% of the students in English II are from the lower SES. These percentages are not significantly different from the percentage (57%) of all juniors taking English. See Table II in the Appendix for complete data.

TABLE III

Eleventh Grade - Social Studies

	Lower SES	z Value	Level of Significance
Eleventh grade social studies (all classes)	57%	-	-
A. P. American History	55%	-.32	N.S.
Enriched social studies	45%	-2.02	.05
American Studies II	81%	4.26	.01

Interpretation - Fifty-seven percent of all the juniors who take social studies are from the lower SES. For one group, the percentage variation is not significant; it is A.P. American History. The percentage of lower SES students in enriched social studies (45%) is significantly less than the total grades percentage (57%). (The observed difference in percentages could have occurred by chance only five times out of a hundred. A z of 1.96 or greater is required for this level of significance.) The percentage (81%) of lower SES students in American Studies II is significantly higher than the total grade percentage (57%). (The observed difference in percentage could have occurred by chance only one time out of a hundred. A z of 3.08 or greater is required for this level of significance.) See Table III in Appendix for complete data.

Note: - American Studies III is excluded from this analysis because both Regents and non-Regents students were enrolled in it.

Section III

Correlates of An Effective School

Part A

Summary Tables and Comments

Conclusion

Teacher and administrator responses to the Connecticut School Interview indicate that there are a number of correlates which can be considered as areas of strength. The criteria for this determination is a response of two-thirds (66%) or more to items D & E (or A & B if the question is worded negatively) on the interview form.

Steady improvement has occurred in installing correlates in each building.

Number of Correlates in Place in Each Building

	Bernabi	Munn	Town Line	Cosgrove	Wilson	Total	Possible
May 1983	1		2			3	35
May 1984	5	2	3			10	35
May 1985	5	3	5	2	3	18	35

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1984 and May 1985 in the percent of staff who indicated that the correlate is an area of strength in the building.

Change from 1984 to 1985

	Positive Change +5%	Little or no Change +4% to -4%	Negative Change -5%
Bernabi	5	2	0
Munn	5	2	0
Town Line	7	0	0
Cosgrove	3	2	2
Wilson	6	1	0

Narrative

The major implication of the effective schools research is that student academic achievement can be improved by first addressing that complex social organization known as a school building. As a result of working to improve the instructional climate in a school, it is hypothesized that student achievement will improve. Further, it is hypothesized that when a school has all six correlates in place, then student achievement in that school will be effective. That is, all students will be learning at least to the level of minimum academic mastery.

Consequently school improvement efforts center around ascertaining which correlates need to be strengthened and then working to improve or increase the frequency of the behavior which comprise that correlate. Spencerport's effective schools program is organized according to this model.

During May 1983, 1984 and 1985 the Connecticut School Interview was given to every teacher and administrator. Building profiles based upon the results of the survey are prepared. At the same time the district office personnel develop disaggregated analyses of student achievement for each building.

With this data in hand, each building planning team prepares a proposed plan of action. This proposal is submitted to their faculty for review, discussion and approval. The final draft of the plan is then submitted to the Superintendent of Schools for his approval.

Once this occurs numerous, far-reaching, time-consuming projects commence in all buildings. The minutes which are generated, and the reports and supporting documentation which are generated are voluminous! This section of the Annual Report attempts to summarize this vast quantity of data in a uniform, succinct manner. It may be that for those who are close to the project at the building level, succinctness turned out to be a vast over-simplification which is not truly representative of the major activities and accomplishments. However, the constraints of both space and time indicated that an attempt had to be made.

During 1984-85 major activities occurred in the following areas:

Major Activities in 1984-85

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*	*	*		
Clear School Mission			*	*	*
Instructional Leadership	*	*	*	*	*
High Expectations	*		*	*	
Opportunity to Learn and Student Time on Task	*				
Frequent Monitoring of Student Progress	*	*			*
Home-School Relations					

An analysis of the needs assessment data reveals that some correlates are areas of strength for a building. A correlate is considered to be in place when two-thirds or more of the respondents so indicate on the Connecticut School Interview.

The three tables below show that each year more and more correlates are present in the individual school buildings.

Table I
May 1983 - Base Line Data

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*	*	*		
Clear School Mission					
Instructional Leadership					
High Expectations					
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress			*		
Home-School Relations					

Table II
May 1984

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		
Instructional Leadership					
High Expectations	*				
Opportunity to Learn and Student Time on Task					
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*				

Table III
May 1985

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	*		*		
Clear School Mission	*	*	*		*
Instructional Leadership					
High Expectations	*	*	*	*	*
Opportunity to Learn and Student Time on Task				*	*
Frequent Monitoring of Student Progress	*	*	*		
Home-School Relations	*		*		

These tables may be summarized as follows:

Number of Correlates in Place in Each Building

	Bernabi	Munn	Town Line	Cosgrove	Wilson	Total	Possible
May 1983	1		2			3	35
May 1984	5	2	3			10	35
May 1985	5	3	5	2	3	18	35

Further progress occurred in strengthening the degree to which each correlate is in place in each building. This can be indicated by a five percent, or greater, increase between May 1984 and May 1985 in the percent of staff who indicated that the correlate is an area of strength in the building.

The table below indicates the percentage of faculty and administrators in each building which indicated that the correlate was an area of strength in the building.

Percentage of Respondents Indicating that the Correlate is an Area of Major Strength

		Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	1983	81%	68%	66%	41%	31%
	1984	82	57	75	42	32
	1985	91	58	85	32	38
Clear School Mission	1983	61	62	62	51	54
	1984	84	66	71	56	59
	1985	85	80	79	61	69
Instructional Leadership	1983	44	34	34	34	34
	1984	54	36	41	40	34
	1985	62	54	54	34	43
High Expectations	1983	50	46	49	58	54
	1984	70	55	57	54	62
	1985	78	68	73	67	67
Opportunity to Learn and Time on Task	1983	45	42	39	64	67
	1984	44	38	44	62	65
	1985	54	56	49	75	69
Frequent Monitoring of Student Progress	1983	65	70	69	51	48
	1984	73	73	66	52	56
	1985	72	75	73	54	61
Home-School Relations	1983	43	52	53	39	30
	1984	67	58	58	47	32
	1985	72	63	73	51	39

This table may be summarized as follows:

Change from 1984 to 1985

\+ Postive (5% or more)

-Negative (5% or more)

	Bernabi	Munn	Town Line	Cosgrove	Wilson
Safe and Orderly Environment	+		+	-	+
Clear School Mission		+	+	+	+
Instructional Leadership	+	+	+	-	+
High Expectations	+	+	+	+	+
Opportunity to Learn and Student Time on Task	+	+	+	+	
Frequent Monitoring of Student Progress			+		+
Home-School Relations	+	+	+		+

Part B

Activities Pertinent to Each Correlate

and

Needs Assessment Data

BERNABI

Safe and Orderly Environment

I. Results of May 1984 Needs Assessment

A. Area of Concern - A continuing concern regarding serious discipline problems caused by a few students.

B. Objective - To remove the disproportionate amount of influence and disruptions caused by a small number of students.

II. 1984-85 Activities

A. Distribution of booklets with rules for student behavior.

B. Revised procedures for teachers to monitor halls in the morning and at the dismissal time.

C. Developed student contest and activities.

D. Placed battery operated clocks and rules for early arrivers in each foyer.

E. Newsletter activities.

III. Major Products, Documents

"Discipline - A Total School Program:

IV. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	1%	17%	81%		*
	1984	1%	17%	82%		*
	1985	0%	7%	91%		*

Total Number of Items	5
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

2. School and class behavior are generally acceptable.

BERNABI

Clear School Mission

I. Results of May 1984 Needs Assessment

This correlate of an effective school is present in the building.

II. 1984-85 Activities

A. Not an area of major emphasis

B. Numerous varied activities to distribute the clear school mission statement continued.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	15%	10%	61%		
	1984	2%	5%	84%		*
	1985	1%	2%	85%		*

Total Number of Items	11
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

16. Materials and equipment needed most often to carry out instructional objectives are available.

BERNABI

Instructional Leadership

I. Results of May 1984 Needs Assessment

A. Area of Concern - The role of the teacher leaders in the building program.

B. Objective - To examine the role of the teacher leader and to find ways to increase visibility.

II. 1984-85 Activites

A. Teacher Leaders reported at faculty meetings throughout the year.

B. Principal discussed curriculum activities with Teacher Leaders after district-wide meeting.

C. Teacher Leaders were responsible for student contests in math, science and social studies.

D. Information about a curricular area and pertinent mail were sent to teacher through the Teacher Leaders.

E. Teacher Leaders were involved in building the school's budget.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	30%	18%	44%		
	1984	23%	18%	54%		
	1985	17%	13%	62%		

Total Number of Items	19
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

18. The principal promotes frequent discussion of instructional improvement.

19. Teacher Leaders promote frequent discussion of instructional improvement.

30. The principal frequently communicates to teachers their responsibility in relation to student achievement.

Instructional Leadership (continued)

31. The principal regularly arranges or promotes staff development activities.

35. Faculty meetings deal primarily with instructional issues.

BERNABI

High Expectations

I. Results of May 1984 Needs Assessment

A. Area of Concern - The staff does not entirely agree that 95% of the students can attain mastery of basic skills and that they have the capability to help students achieve such mastery.

B. Objective - To change teacher attitudes towards student achievement.

II. 1984-85 Activities

A. The video program "Teacher Behaviors which Convey High Expectations" was the basis of the October Superintendent's Conference Day.

B. Six teachers participated in the Teacher Expectations and Student Achievement workshops. Nine additional teachers wish to take it in 1985-86.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	17%	22%	50%		
	1984	8%	11%	70%		*
	1985	5%	7%	78%		*.

Total Number of Items	10
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

43. Low-achieving students have the same opportunity to answer questions as often as others during large group classroom instruction.

46. Most initial reading instruction is to the whole class with follow-up instruction to small groups.

BERNABI

Opportunity to Learn and Student Time on Task

I. Results of May 1984 Needs Assessment

A. Area of Concern - There is continuing concern by the faculty about outside interruptions and pull out activities which interefere with classroom instruction and student time on task.

B. Objective - To coordinate more effectively school programs of instruction and increase instructional time for specific individual students.

II. 1984-85 Activities

A. More effective scheduling of students in special programs occurred after a survey in September 1984.

B. The principal discussed with office personnel the importance of not interrupting teachers in the classroom during the instructional day.

C. A chart developed in 1983-84 of recommended times for each subject for each grade level was distributed. During the year teachers compared their actual time allocations to recommended allocations.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	19%	20%	45%		
	1984	19%	16%	44%		
	1985	16%	11%	54%		

Total Number of Items	10
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

50. Time allotments for each basic skill area are set by the principal and teachers and monitored periodically.

53. There are few student disruptions during class.

54. Less than 25% of the time of basic skill instruction is allocated for independent seat work.

Opportunity to Learn and Student Time on Task (continued)

55. Students generally have at least 75% or better of assigned practice work correct.

56. Instructional events follow the general format: presentation, practice and occasional feedback during practice.

BERNABI

Frequent Monitoring of Student Progress

I. Results of May 1984 Needs Assessment

A. Area of Concern - There is a continued concern about the criteria for monitoring student progress in basic skills and the frequencey of assessing student growth.

B. Objective - To establish a specific format for monitoring student progress in the math areas, and to use the computer management system to monitor the reading skills more effectively.

II. 1984-85 Activities

A. The C.D. Heath math series was piloted. It has excellent resource materials for teachers including pre and post tests.

B. Forms for collecting data on student progress have been developed and discussed with teachers.

C. The CRT Management System using the Apple II computer was implemented.

D. Guidelines for converting percentage grades to report card marks were prepared.

III. Major Products, Documents

Memo titled "Report Cards" dated October 38, 1984

IV. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average	1983	8%	16%	65%		
Responses for	1984	3%	11%	73%		*
Correlate	1985	1%	8%	72%		*

Total Number of Items	8
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

BERNABI

Home-School Relations

I. Results of the May 1984 Needs Assessment

This correlate of an effective school is present in the building.

II. 1984-85 Activities

This was not an area of major emphasis.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	26%	22%	43%		
	1984	11%	12%	67%		*
	1985	6%	9%	72%		*

Total Number of Items	9
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 in teacher responses to the following questions:

71. Most parents understand and accept their role in monitoring homework.

73. Parents would evaluate this school by giving a grade of A or B.

MUNN

SAFE AND ORDERLY ENVIRONMENT

I. Results of May 1984 Needs Assessment

A. Area of concern - disciplinary climate

B. Objective

1. Initiate dialogue among all staff members

2. Provide training for all staff members resulting in improved disciplinary climate.

II. 1984-85 Activities

Dr. Richard Curwin, a noted national expert on discipline, worked with the staff on both the October and March Superintendent's Conference Days. Follow-up activities occurred between October and June.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Concern	Major Strength
Average Responses for Correlate	1983	7%	25%	68%		*
	1984	7	35	57		
	1985	13	28	58		

Total number of items	5
Number in which significant improvement occurred	3
Number in which significant decline occurred	1

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

2. School and class behavior are generally acceptable.
3. Discipline is a shared responsibility in this school.
5. Students are generally positive about school and learning.

Significant decline between 1984 and 1985 occurred in teacher responses to the following questions:

4. The school building is clean and well taken care of by staff and students.

MUNN

Clear School Mission

I. Results of May 1984 Needs Assessment

This correlate of an effective school is present in the building.

II. 1984-85 Activities

Not a major area of emphasis for this school year.

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	14%	16%	62%		
	1984	10	18	66		*
	1985	1	6	80		*

Total number of items	11
Number in which significant improvement occurred	7
Number in which significant decline occurred	0

Significant improvement occurred in teacher responses to the following questions:

6. There is a written statement of purpose which guides the instructional program of this school.
8. School-wide objectives guide classroom instruction.
9. Each grade level has an identified set of skills or objectives that students are expected to master.
10. Specific objectives in the area of language arts exist through all grades.
11. Identified objectives in language arts guide most classroom instruction.
12. In language arts there is an identified set of objectives or skills at each grade level that students are expected to master.
16. Materials and equipment needed most often to carry out instructional objectives are available.

Instructional Leadership

I. Results of May 1984 Needs Assessment

A. Area of concern - Clarification of principal and Teacher Leader as instructional leader.

B. Objectives -

1. Build teacher desire to seek instructional help.

2. Have principal and Teacher Leaders

a. take an active role in opening communication among staff
b. demonstrate that they can provide valuable information
c. emphasize importance of instructional goals

II. 1984-85 Activities

A. Teacher Leaders were on the agenda of monthly faculty meetings.

B. Teacher Leaders initiated a process to update curriculum materials.

C. Each Teacher Leader attended at least one workshop and shared new insights with his or her colleagues.

D. The principal placed instructional topics on faculty meeting agendas.

E. The principal held meetings with each teacher to discuss the academic growth of each student.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	40%	22%	34%		
	1984	33	29	36		
	1985	18	26	54		

Total number of items	19
Number in which significant improvement occurred	11
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

17. Instructional leadership is provided by the principal.
18. The principal promotes frequent discussion of instructional improvement.
24. The principal is regularly visible at various locations in the school.
25. The school requires and reviews lesson plans regularly.
26. Teachers frequently seek instructional advice from the principal.
27. The principal periodically discusses instructional issues with the teacher.
30. The principal frequently communicates to teachers their responsibility in relation to student achievement.
31. The principal regularly arranges or promotes staff development activities.
32. The teacher leaders regularly arrange or promote staff development activities.
34. Teacher Leaders and teachers work together to coordinate the instructional program within and between grades.
35. Faculty meetings primarily deal with instructional issues.

High Expectations

I. Results of May 1984 Needs Assessment

Fifty-five percent of the staff indicate that this correlate is present in the building.

II. 1984-85 Activities

A. This was not an area of major emphasis this year.

B. Some activities which occurred were:

1. "Our Best Work" bulletin board was installed near the main office.

2. The principal initiated activities so that teachers could discuss with each other, and with the principal, whether they were grading too harshly or too easy.

3. Presidential Academic Fitness Awards were inaugurated.

4. Six teachers participated in the Teacher Expectations and Student Achievement Workshops.

Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	14%	29%	46%		
	1984	17	22	55		
	1985	5	17	68		*

Total number of items	10
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement occurred in teacher responses to the following questions:

38. Teachers believe that all students can master basic skills regardless of home background factors.

39. Teachers have high expectations that all students will learn.

42. Discipline problems are spread across all categories of students not just low achieving students.

43. Low achieving students have the same opportunity to answer questions as often as others during large group classroom instruction.

45. Most initial math instruction is to the whole class with follow-up instruction to small groups.

Opportunity to Learn and Student Time On Task

I. Results of May 1984 Needs Assessment

There is an increase in the proportion of the staff who indicate the presence of this correlate. In May 1983 (base line data Year) it was 42%. In May 1984 it was 38%; in May 1985 it was 56%.

II. 1984-85 Activities

This was not an area of major emphasis this year.

Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	22%	27%	42%		
	1984	31	22	38		
	1985	9	20	56		

Total number of items	10
Number in which significant improvement occurred	6
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

47. At least one hour and twenty minutes per day is allocated for reading in the classroom.
48. At least one hour and twenty minutes per day is allocated for language arts in the classroom.
49. At least 45 minutes per day is allocated for math in the classroom.
50. Time allotments for each basic skill area are set by the principal and teachers are monitored periodically.
53. There are few student disruptions during class.
56. Instructional events follow the general format: presentation, practice and occasional feedback during practice.

Frequent Monitoring of Student Progress

I. Results of May 1984 Needs Assessment

A. Area of concern - Use of criterion referenced tests for basic skills instruction

B. Objectives

1. Clarify the roll of CRT's in the instructional program

2. Increase the use of CRT's

3. Explore programs for CRT's in math

II. 1984-85 Activities

A. The computer based reading CRT system was implemented.

B. The D.C. Heath CRT math tests were piloted.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	5%	13%	70%		*
	1984	6	15	73		*
	1985	1	9	75		*

Total number of items	8
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

63. There is a criterion-referenced testing program in at least two basic skill areas.

Home School Relations

I. Results of May 1984 Needs Assessment

Fifty-eight percent of the staff indicate that this correlate is present in the building.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	22%	23%	52%		
	1984	15	24	58		
	1985	10	21	63		

Total number of items	9
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

TOWN LINE

Safe and Orderly Environment

I. Results of May 1984 Needs Assessment

A. Area of concern - There is no written school-wide discipline policy.

B. Objective - To finalize and implement the Discipline Plan and School Rules worked on during the 1983-84 school year.

II. 1984-85 Activities

A. The Discipline Plan and School Rules were distributed with the opening of school.

B. Various aspects of the plan were monitored and maintained throughout the year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	6%	27%	66%		*
	1984	6	20	75		*
	1985	2	12	85		*

Total number of items	5
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

4. The school building is clean and well taken care of by staff and students.

TOWN LINE

Clear School Mission

I. Results of May 1983 Needs Assessment

A. Area of concern - The School Mission Statement has not been publicized and the general school population is not aware of it.

B. Objective - to establish awareness of the Mission Statement

II. 1984-85 Activities

The Mission Statement was widely distributed. It was a basis for classroom discussion and activities. It appeared on many publications. "We chanted, dispersed it, and promoted it as the basis of our instructional program."

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	13%	15%	62%		
	1984	5	12	71		*
	1985	1	10	79		*

Total number of items	11
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

6. There is a written statement of purpose which guides the instructional program of this school.

TOWN LINE

Instructional Leadership

I. Results of May 1984 Needs Assessment

A. Area of concern - The principal's role in instructional improvement is unclear in the following areas:

1. discussing instruction informally

2. accountability for student achievement

3. staff development

4. instructional program coordination within grade levels and between grades

5. faculty meetings

B. Objective - to increase the principal's involvement in instructional programs.

II. 1984-85 Activities

A. Instructional issues were placed on faculty meeting agendas.

B. Teachers attended workshops dealing with effective instruction.

C. Target objectives for reading and math were established and served as the basis of discussions between the principal and teachers regarding instructional priorities.

D. Lesson plans were reviewed monthly. Follow-up conferences were held as needed.

E. A lesson plan policy was developed.

III. Major Products, Documents

Lesson Plan Policy

IV. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	32%	27%	34%		
	1984	29	25	41		
	1985	17	25	54		

Instructional Leadership

Total number of items	19
Number in which significant improvement occurred	8
Number in which significant decline ccurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

18. The principal promotes frequent discussion of instructional improvement.

25. The school requires and reviews lesson plans regularly.

26. Teachers frequently seek instructional advice from the principal.

27. The principal periodically discusses instructional issues with the teacher.

29. The principal regularly reviews and interprets test results with faculty.

30. The principal frequently communicates to teachers their responsibility in relation to student achievement.

35. Faculty meetings primarily deal with instructional issues.

TOWN LINE

High Expectations

I. Results of May 1984 Needs Assessment

A. Area of concern -

1. To some degree, all teachers at Town Line School believe home background influences student achievement.

2. The disaggregated analysis show that more students in the lower SES groups failed to meet minimum mastery levels.

B. Objective - to expose the staff to the research and philosophy regarding teacher expectations of student learning.

II. 1984-85 Activities

Six teachers participated in the Teacher Expectations and Student Achievement Workshops.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	13%	27%	49%		
	1984	6	25	57		
	1985	6	12	73		*

Total number of items	10
Number in which significant improvement occurred	5
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

37. Teachers believe they are responsible for students to master basic skills at their grade level.

38. Teachers believe that all students can master basic skills regardless of home background factors.

39. Teachers have high expectations that all students will learn.

42. Discipline problems are spread across all categories of students, not just low achieving students.

High Expectations (continued)

43. Low achieving students have the same opportunity to answer questions as often as others during large group classroom instruction.

TOWN LINE

Opportunity to Learn and
Student Time On Task

I. Results of May 1984 Needs Assessment

Thirty-nine percent of the staff indicated that this correlate is present in the building.

II. 1984-85 Activities

This was not an area of major emphasis this year.

Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	17%	26%	39%		
	1984	22	17	44		
	1985	17	17	49		

Total number of items	10
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

50. Time allotments for each basic skill area are set by the principal and teachers and monitored periodically.

53. There are few student disruptions during class.

TOWN LINE

Frequent Monitoring of Student Progress

I. Results of May 1984 Needs Assessment

This correlate of an effective school is present.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	8%	11%	69%		*
	1984	4	17	66		*
	1985	5	11	73		*

Total number of items	8
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

58. Annual standardized test results are systematically used to evaluate program objectives.

TOWN LINE

Home-School Relations

I. Results of May 1984 Needs Assessment

A. Area of concern - Due to the fact that there is no stated policy, there is an inconsistency in the homework given.

B. Objective - to develop a written homework policy and inform parents and students of it.

II. 1984-85 Activities

A proposed school-wide homework policy was developed.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	20%	17%	53%		
	1984	15	17	58		
	1985	10	15	73		*

Total number of items	9
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

70. The school has a written policy on homework, and homework is regularly assigned to all students.

COSGROVE

Safe and Orderly Environment

I. Results of May 1984 Needs Assessment

Forty-two percent of the staff indicated that this correlate is in place.

II. 1984-85 Activities

A. This was not an area of major emphasis this year.

B. A subcommittee developed a framework for a discipline policy which was presented to the faculty in May and June.

III. Major Products, Documents

Draft discipline policy

IV. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	17%	41%	41%		
	1984	9%	49%	42%		
	1985	14%	55%	32%		

Total Number of Items	5
Number in which significant improvement occurred	0
Number in which significant decline occurred	0

COSGROVE

Clear School Mission

I. Results of May 1984 Needs Assessment

A. Area of Concern - There is not a clearly defined, written set of skills and body of knowledge in all subject areas.

B. Objective - See the objectives for High Expectations.

II. 1984-85 Activities

See High Expectations

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	22%	23%	51%		
	1984	18%	23%	56%		
	1985	12%	23%	61%		

Total number of items	8
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

36. Written sequential objectives exist for the courses in this academic area.

COSGROVE

Instructional Leadership

I. Results of May 1984 Needs Assessment

A. Area of Concern - There is a perceived lack of instructional leadership.

B. (1) To clarify the roles of instructional leaders (principal, assistant principal, teacher leaders).

(2) To develop leadership skills of instructional leaders.

(3) To explore ways that accessibility/availability of instructional leaders can be increased.

II. 1984-85 Activities

A. Instructional issues are discussed by the principal in formal evaluation conferences with teachers.

B. The principal held meetings with the staff to discuss student performance and the high expectations correlate.

C. The principal and assistant principal studied with the teacher leaders the ASCD video-tape series on "Effective Teaching for Higher Achievement."

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	34%	28%	35%		
	1984	33%	24%	40%		
	1985	33%	26%	34%		

Total number of items	24
Number in which significant improvement occurred	2
Number in which significant decline occurred	4

Significant improvements between 1984 and 1985 in teacher responses to the following questions:

13. The principal or assistant principal engages in a post observation conference three times a year or more.

25. The assistant principal regularly arranges or promotes staff development activities.

Instructional Leadership (continued)

Significant decline between 1984 and 1985 occurred in teacher responses to the following questions:

7. The principal promotes frequent discussion of instructional improvement.

8. Teacher Leaders promote frequent discussion of instructional improvement.

21. The principal regularly reviews and interprets test results with faculty.

29. Faculty meetings deal primarily with instructional issues.

COSGROVE

High Expectations

I. Results of May 1984 Needs Assessment

A. Area of Concern - Because we do not have the same expectations for all students, some students are low achievers.

B. Objectives -

(1) To identify critical skills and concepts that all students are expected to master.

(2) To evaluate the effectiveness of special (e.g. Adjunct Center) programs.

(3) To ensure that there is a common body of knowledge and set of skills taught to all students.

(4) To develop local mid-term and final exams that reflect critical skills and content.

(5) To monitor K-8 district-wide committee reports on promotion policy.

II. 1984-85 Activities

A. The October and March Superintendent's Conference Days were devoted to having the Building Planning Team work with representatives of various departments on the identification of critical skills and concepts. Appropriate follow-up activities occurred between the two Conference Days.

B. A teacher handbook which contains assessment data and instructional policies is distributed at the opening of school. Teacher Leaders are asked to use the assessment data in department meetings.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Concern	Major Strength
Average Responses for Correlate	1983	17%	23%	54%		
	1984	12%	22%	58%		
	1985	8%	16%	67%		*

Total number of items	9
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

41. Teachers believe they are responsible for students to master basic skills in their primary discipline.

47. Low achieving students have the same opportunity to answer questions as often as others during large group classroom instruction.

COSGROVE

Opportunity to Learn and Student Time on Task

I. Results of May 1984 Needs Assessment

Sixty-two percent of the staff indicate that this correlate is in place.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	9%	22%	64%		
	1984	9%	24%	62%		
	1985	5%	14%	75%		*

Total number of items	6
Number in which significant improvement occurred	3
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 in teacher responses to the following questions:

49. Students spend 85% of more of the class period on planned learning activities.

50. Classroom instruction is rarely affected by outside interruptions.

51. There are few student disruptions during class.

COSGROVE

Frequent Monitoring of Student Progress

I. Results of May 1984 Needs Assessment

Fifty-two percent of the staff indicate that this correlate is present.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	25%	12%	51%		
	1984	26%	11%	52%		
	1985	16%	9%	54%		

Total number of items	8
Number in which significant improvement occurred	1
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the followiong question:

58. Student progress in class is assessed by frequent and systematic skill testing.

COSGROVE

Home School Relations

I. Results of the May 1984 Needs Assessment

Forty-seven percent of the staff indicate that this correlate is present in the building.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	38%	18%	39%		
	1984	30%	16%	47%		
	1985	20%	21%	51%		

Total number of items	9
Number in which significant improvement occurred	2
Number in which significant decline occurred	0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

63. There is an active parent organization.

64. Parents are directly involved in supporting the school program.

WILSON

SAFE AND ORDERLY ENVIRONMENT

I. Results of May 1984 Needs Assessment

Thirty-two percent of the staff indicate that this correlate is present.

II. 1984-85 Activities

A. This was not an area of major emphasis this year.

B. Some activities were:

1. a separate disciplinary handbook was prepared for teachers

2. several family meetings included agenda items related to implementing disciplinary procedures

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlate	1983	11%	57%	31%		
	1984	9	59	32		
	1985	17	45	38		

Total Number of Items - 5

Number in which significant improvement occurred - 1

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

2. School and class behavior are generally acceptable.

WILSON

CLEAR SCHOOL MISSION

I. Results of May 1984 Needs Assessment

A. Area of Concern - There is no agreed upon written statement of Clear School Mission. As a result of this situation, there seems to be a lack of consensus as to the primary purpose of this school.

B. Objectives

1. Determine what the faculty currently feels is the clear school mission

2. Prepare a concise mission statement that is in line with district guidelines

3. Communicate it, and its purpose, to students, staff, parents, and the community

II. 1984-85 Activities

A. A mission statement was developed.

B. There was a student contest to develop a school slogan based upon the mission statement.

C. Both the mission statement and the slogan were widely disseminated.

III. Major Products, Documents

A. School Mission Statement

B. School Slogan

		Concern	Neutral	Strength	Area of Concern	Major Strength
Average Responses for Correlate	1983	21%	21%	54%		
	1984	17%	23%	59%		
	1985	9%	16%	69%		*

Total Number of Items - 8

Number in which significant improvement occurred - 4

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

26. There is a written statement of purpose which guides the instructional program of this school.

WILSON

CLEAR SCHOOL MISSION (Cont'd)

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

26. There is a written statement of purpose which guides the instructional program of this school.

27. Specific objectives on which a curricular area is based exist at all grades.

28. School-wide objectives guide classroom instruction.

33. Materials and equipment needed most often to carry out instructional objectives are available.

WILSON

INSTRUCTIONAL LEADERSHIP

I. Results of May 1984 Needs Assessment

A. Area of Concern - The percentage of teachers reporting that they do not receive help from either the principal or the teacher leaders has increased.

B. Objectives

1. The principal is to interpret the goals of the school to the staff.

2. Teacher leaders are to provide expert instructional help to teachers in their department. It is anticipated that the accomplishment of this objective will take more than one year.

II. 1984-85 Activities

A. Departments were assigned a goal regarding the relationship between student achievement and school goals. Some modifications in goals were made after receiving feedback from teacher leaders.

B. The principal worked with the teacher leaders to develop a professional library for the high school.

C. The principal and teacher leaders developed a plan for professional training and role enhancement of the teacher leaders.

III. Major Products, Documents

Department goal statement

IV. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses for Correlates	1983	41%	22%	34%		
	1984	42	23	34		
	1985	31	24	43		

WILSON

INSTRUCTIONAL LEADERSHIP (Cont'd)

Total Number of Items - 18

Number in which significant improvement occurred - 5

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

13. The principal or assistant principal is regularly visible at various locations in school.

15. Teachers frequently seek instructional advice from the principal or assistant principal.

16. Teachers frequently seek instructional advice from the teacher leader.

17. The principal regularly reviews and interprets test results with faculty.

23. Faculty meetings deal primarily with instructional issues.

WILSON

HIGH EXPECTATIONS

I. Results of May 1984 Needs Assessment

Sixty-two percent of the staff indicate this correlate is present in the building.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Concern	Major Strength
Average Responses for Correlate	1983	19%	20%	54%		
	1984	16	18	62		
	1985	12	16	67		x

Total Number of Items - 9

Number in which significant improvement occurred - 1

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

37. Teachers have high expectations that all students will learn.

WILSON

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

I. Results of May 1984 Needs Assessment

Sixty-five percent of the staff indicate that this correlate is present in the school.

II. 1984-85 Activities

This was not an area of major emphasis this year.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Area of Major Strength
Average Responses to Correlates	1983	9%	17%	67%		x
	1984	9	24	65		
	1985	7	19	69		x

Total Number of Items - 6

Number in which significant improvement occurred - 1

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

44. Classroom instruction is rarely affected by outside interruptions.

WILSON

FREQUENT MONITORING OF STUDENT PROGRESS

I. Results of the May 1984 Needs Assessment

A. Area of Concern - Sequential skill objectives are not in existence for each non-regents course.

B. Objectives

1. Continue developing sequential skill objectives for each non-regents course.

2. Begin to develop CRT's for each non-regents course.

3. Begin to administer CRT's as mid-term and final examinations in courses for which they have been constructed.

II. 1984-85 Activities

A. Summer curriculum time was provided to develop skill objectives for certain non-regents courses.

B. The March Superintendent's Conference Day was devoted to training teachers on writing CRT's.

III. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Major Concern	Strength
Average Responses to Correlates	1983	24%	9%	48%		
	1984	25	12	56		
	1985	26	12	61		

Total Number of Items - 8

Number in which significant improvement occurred - 1

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following question:

50. Annual standardized test results are systematically used to evaluate program objectives.

WILSON

HOME-SCHOOL RELATIONS

I. Results of May 1984 Needs Assessment

Thirty-two percent of the staff indicate that this correlate is present in the building.

II. Results of May 1985 Needs Assessment

		Concern	Neutral	Strength	Area of Concern	Major Strength
Average Responses for Correlate	1983	45%	17%	30%		
	1984	48	18	32		
	1985	39	19	39		

Total Number of Items - 9

Number in which significant improvement occurred - 3

Number in which significant decline occurred - 0

Significant improvement between 1984 and 1985 occurred in teacher responses to the following questions:

62. The school has a written policy on homework, and homework is regularly assigned to all students.

63. Most parents understand and accept their role in monitoring homework.

64. Parents would evaluate this school by giving a grade of A or B.

APPENDIX

APPENDIX A

HOW TO READ A DISAGGREGATED ANALYSIS

Disaggregated analyses are a part of a project conducted by the Spencerport Central School District to determine whether the results of recent research on the characteristics of instructionally effective schools and teaching which were done primarily in urban minority school buildings are applicable to suburban middle class school systems. One part of the project is to study individual student achievement results for each building to see if they vary according to the differing socio-economic levels of the students in order to answer the question: Is the proportion of students from one socio-economic class which masters, or fails, a subject the same as the proportion for students from another socio-economic class? The following is a report of findings for one of the buildings in the district.

To help the reader, a brief precis of key definitions and concepts and a sample matrix with explanatory notes follow.

An effective school is one where ninety-five, or greater, percent of all the students at each grade level demonstrate minimum mastery. Further, there shall be no significant difference in the proportion of youth demonstrating academic mastery as a function of socio-economic class. These two conditions shall have been obtained for a minimum of three academic years.

Minimum academic mastery means that a student will have been prepared so that he or she will be predictably successful in the next grade--either in his or her current school, or in any other school district throughout the nation. It is determined by performance on a standardized academic achievement test. The cut-off point for minimum academic mastery differs from test to test, e.g., on the Stanford Achievement Test it is the fortieth percentile; Regents exam--sixty-five percent; Regents Competency Test Reading--a raw score of fifty-one for students graduating in June 1986. The exact cut-off point for each test is indicated on each disaggregated analysis.

Socio-economic class is determined by the number of years of formal education the mother has. If the level of the mother's formal education is not available then the level of the father's formal education is used.

Since all residents do not normally return the census cards promptly, we used the records for the eighty-four percent of the children for whom we have socio-economic data. A comparison of the data on the census cards with the 1980 U.S. Census shows that this is a representative sample.

The levels of the mothers' formal education reported were:

Grades	Frequency	Percent
9-11	189	6.7%
12	1,516	53.4
13-20	1,134	39.9

After consultation with Dr. Lezotte, it was decided to have one socio-economic group consist of grades 9-12 and the other of grades 13-20.

Below is a sample disaggregated analysis.

Stanford Achievement Test, Total Math - Grade X[a]

No Option II Students Included[b]

	High School[c]	Post High School[d]
Minimum Academic Mastery 40%ile[e]	28-78%[f]	23-88%
Below Minimum Mastery	8-22%	3-12%[g]

(a) Test and grade level.

(b) Indication as to whether or not students with Learning Disabilities were included in this analysis.

(c) Socio-economic group. High School means those students whose mothers' level of formal education was graduation from high school or less.

(d) Socio-economic group. Post High School means those students whose mothers completed at least one year or formal education beyond high school.

(e) Cut-off point for minimum academic mastery.

(f) Twenty-eight is 78% of thirty-six, i.e., 28 + 8--the total number of students who come from a home where the mother has a high school education or less.

(g) Three is 12% of twenty-six, i.e., 23 + 3--the total number of students who come from a home where the mother has formal education beyond high school.

Below is another sample disaggregated analysis; immediately underneath it is a statement regarding its content.

Stanford Achievement Test, Reading Comprehension - Grade X

Option II Students Included

	High School	Post High School
Minimum Academic Mastery	92-73%	66-78%
40%ile		
Below Minimum Mastery	34-27%	19-22%

For the students in Grade X, including students with learning disabilities, who took the Reading Comprehension portion of the Stanford Achievement Test, 73% of those whose mothers had a high school education or less demonstrated minimum academic mastery, or better. For those students whose mothers had formal education beyond high school, 78% demonstrated minimum academic mastery, or better.

These tables will be used as follows:

1. An inspection of the data will show whether or not the criteria for effectiveness (set forth briefly above) has been attained.

2. The Building Planning Teams wil use this data to help develop a plan of action for their building.

3. The data in these tables will be used to determine the impact of the Building Plan upon student achievement.

APPENDIX B

STATISTICAL DATA FOR THE ANALYSIS OF THE SOCIO-ECONOMIC DISTRIBUTION OF STUDENTS IN REGENTS AND NON-REGENTS SECTIONS

Table I

Tenth Grade Mathematics

Lower SES	Middle & Upper SES	
44-52%	41-48%	Math 10
21-66%	11-34%	Informal Geometry
65-56%	52-44%	Total

Total sample size - 117; Total population 300 39%

Math 10	$P_1 = .52$	$N_1 = 44$	$z = -.59$
	$P_2 = .56$	$N_2 = 65$	
Informal Geometry	$P_1 = .66$	$N_1 = 21$	$z = 1.35$
	$P_2 = .56$	$N_2 = 65$	

Interpretation:

1. 44 or 52% of the 65 students from the lower SES are enrolled in Math 10.

2. 21 or 66% of the 65 students from the lower SES are enrolled in Informal Geometry.

3. There are 117 students (65 + 52) in this sample. They represent 39% of the sophomores taking math. Socio-economic data is not available for the others. This sample size is large enough to be representative of the total population.

4. P_1 and N_1 represent the percent from the lower SES for the course (Math 10 or Informal Geometry).

5. P_2 and N_2 represent the percent from and the number from the total grade level for which socio-economic data is available.

6. The statistical test used is:

$$z = \frac{P_1 - P_2}{\sqrt{\frac{P_1 (1-P_1) + P_2 (1-P_2)}{N_1 + N_2}}}$$

It takes into account different sample sizes as well as different proportions.

Table II

Eleventh Grade English

Lower SES	Middle & Upper SES	
74-53%	66-47%	English III
50-65%	27-35%	English II
124-57%	93-43%	Total

Total sample size - 217; Total population - 293; 74.1%

English III	$P_1 = .53$ $P_2 = .57$	$N_1 = 74$ $N_2 = 124$	$z = -.80$
English II	$P_1 = .65$ $P_2 = .57$	$N_1 = 50$ $N_2 = 124$	$z = 1.54$

Table III

Eleventh Grade Social Studies

Lower SES	Middle & Upper SES	
6-55%	5-45%	Advanced Placement
19-45%	23-55%	Enriched
21-81%	5-19%	American Studies II
121-57%	90-43%	Total

Total sample size - 211; Total population - 293; 72:0%

AP	$P_1 = .55$ $P_2 = .57$	$N_1 = 6$ $N_2 = 121$	$z = -.32$
Enirched	$P_1 = .45$ $P_2 = .57$	$N_1 = 19$ $N_2 = 121$	$z = -2.02$
II	$P_1 = .81$ $P_2 = .57$	$N_1 = 5$ $P_2 = 90$	$z = 4.26$

APPENDIX C

Summary of Responses to the

Connecticut School Interview

May 1983, 1984 and 1985

Bernabi

Munn

Town Line

Cosgrove

Wilson

BERNABI SCHOOL

SAFE AND ORDERLY ENVIRONMENT

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	3%	97%		*
	1984	0	0	100		*
	1985	0	0	100		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	3	31	66		*
	1984	0	48	51		
	1985	0	17	83		*
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	0	19	81		*
	1984	0	12	88		*
	1985	0	13	87		*
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	0	25	76		*
	1984	3	18	78		*
	1985	0	10	90		*
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	3	9	87		*
	1984	0	6	94		*
	1985	0	3	97		*
AVERAGE	1983	1	17	81		*
	1984	1	17	82		*
	1985	0	7	91		*

BERNABI

CLEAR SCHOOL MISSION

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	37	13	40		
	1984	9	6	85		*
	1985	0	3	96		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	6	0	87		*
	1984	0	0	97		*
	1985	3	0	97		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	22	13	56		*
	1984	0	6	91		*
	1985	0	0	97		*
9. EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	9	9	72		*
	1984	0	3	94		*
	1985	0	0	93		*
10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	13	6	63		
	1984	0	3	83		*
	1985	3	0	77		*
11. IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	19	22	47		
	1984	0	6	78		*
	1985	3	3	74		*
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	16	13	53		
	1984	0	3	82		*
	1985	0	0	90		*

13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	6	0	94		*
	1984	0	0	85		*
	1985	0	0	89		*
'4. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	6	0	72		*
	1984	0	3	31		*
	1985	0	0	89		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	6	13	56		
	1984	3	0	72		*
	1985	0	3	76		*
16. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	22	25	50		
	1984	9	18	69		*
	1985	3	7	90		*
AVERAGE	1983	15	10	61		
	1984	2	5	94		*
	1985	1	2	85		*

BERNADI

INSTRUCTIONAL LEADERSHIP		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	3	9	87		*
	1984	6	6	88		*
	1985	0	0	100		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	19	6	75		*
	1984	9	12	79		*
	1985	0	0	97		*
19. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	37	25	28		
	1984	36	24	24		
	1985	13	23	46		
20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	82	0	12	*	
	1984	91	0	3	*	
	1985	90	7	3	*	
21. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	0	97		*
	1984	3	0	97		*
	1985	0	0	100		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	84	0	6	*	
	1984	91	0	3	*	
	1985	87	3	10	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	3	6	88		*
	1984	0	3	97		*
	1985	0	0	100		*
. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	0	6	93		*
	1984	0	6	94		*
	1985	0	0	100		*
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	62	28	6		
	1984	70	39	27		
	1985	43	30	24		

26. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	16	43	34	
	1984	6	30	58	
	1985	3	30	63	
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	18	44	32	
	1984	3	36	54	
	1985	3	30	66	+
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	9	13	69	+
	1984	45	30	15	
	1985	30	47	10	
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	53	25	12	
	1984	0	6	85	+
	1985	0	0	87	+
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	44	12	38	
	1984	18	13	66	+
	1985	3	10	83	+
31. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	28	16	47	
	1984	3	30	63	
	1985	0	7	86	+
32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	34	50	0	
	1984	30	45	12	
	1985	16	40	20	
33. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	22	25	34	
	1984	9	21	60	
	1985	10	17	57	
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN ~~AND BETWEEN~~ GRADES.	1983	47	16	15	
	1984	42	18	27	
	1985	30	10	37	
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	9	22	57	
	1984	9	15	75	+
	1985	3	0	97	+
AVERAGE	1983	30	18	44	
	1984	23	18	54	
	1985	17	13	62	

BERNABI

HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
36. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	6	95		+
	1984	0	3	97		+
	1985	0	0	100		+
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	9	41	50		
	1984	0	9	88		+
	1985	0	3	94		+
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	34	34	32		
	1984	18	15	67		
	1985	13	13	77		+
39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	38	13	50		
	1984	0	12	88		+
	1985	0	0	100		+

40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	6	9	85	
	1984	3	3	87	*
	1985	3	0	80	*
41. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	0	6	79	*
	1984	0	3	91	*
	1985	0	3	94	*
42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	38	31	31	
	1984	9	15	72	*
	1985	10	13	70	*
43. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	0	41	53	
	1984	3	18	83	
	1985	3	7	83	*
44.					
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	25	19	28	
	1984	24	12	33	
	1985	7	17	47	
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	22	19	32	
	1984	27	15	24	
	1985	14	17	40	
AVERAGE	1983	17	22	50	
	1984	8	11	79	*
	1985	5	7	78	*

BERNABI

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
47. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.	1983	19	9	47		
	1984	42	18	9		
	1985	60	7	3		
48. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.	1983					
	1984	45	9	12		
	1985	47	17	6		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.	1983	6	50	12		
	1984	3	37	24		
	1985	10	47	13		
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.	1983	50	13	22		
	1984	24	6	54		
	1985	7	3	74	*	
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	16	22	53		
	1984	12	18	63		
	1985	0	10	79	*	
52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.	1983	60	6	19		
	1984	42	12	39		
	1985	33	10	37		
53. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	9	34	56		
	1984	6	21	68	*	

54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	3	16	59		
	1984	12	12	48		
	1985	3	3	67		*
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	3	3	72		*
	1984	3	9	68		*
	1985	0	3	83		*
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	3	23	66		*
	1984	3	12	79		*
	1985	0	0	95		*
AVERAGE	1983	19	20	45		
	1984	19	16	44		
	1985	16	11	54		

BERNABI
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FREQUENT MONITORING OF STUDENT PROGRESS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.	1983	3	0	97		*
	1984	0	0	91		*
	1985	0	0	90		*
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	9	19	63		
	1984	3	3	89		*
	1985	0	0	87		*
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.	1983	0	31	53		
	1984	3	9	92		*
	1985	0	3	80		*
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	15	0	78		*
	1984	6	3	76		*
	1985	0	0	76		*
61. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	12	9	67		*
	1984	12	3	64		
	1985	3	3	70		*
62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	15	6	72		*
	1984	0	6	76		*
	1985	0	0	80		*
63. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.	1983	3	50	28		
	1984	0	55	30		
	1985	3	53	20		
64. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	6	9	65		*
	1984	0	6	73		*
	1985	0	7	70		*
AVERAGE	1983	8	16	55		
	1984	3	11	73		
	1985	1	8	72		

BERNABI

HOME-SCHOOL RELATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	9	24	11		
	1984	3	18	79		*
	1985	7	17	73		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	3	18	75		*
	1984	3	12	83		*
	1985	3	10	83		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	0	9	79		*
	1984	0	0	92		*
	1985	3	0	77		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	3	22	75		*
	1984	3	6	34		*
	1985	0	0	97		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	42	30	24		
	1984	21	27	51		
	1985	20	13	60		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	44	28	3		
	1984	21	9	57		
	1985	7	10	60		
71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	43	39	6		
	1984	24	30	24		
	1985	7	20	47		
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	0	9	66		*
	1984	3	3	66		*
	1985	0	7	67		*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	72	25	0	*	
	1984	16	3	71		*
	1985	10	0	86		*
AVERAGE	1983	26	22	43		
	1984	11	12	67		*
	1985	6	9	72		*

SAFE AND ORDERLY ENVIRONMENT

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	4%	96%		*
	1984	0	3	97		*
	1985	0	10	87		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	11	46	43		
	1984	23	53	20		
	1985	7	45	48		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	18	43	39		
	1984	10	57	33		
	1985	3	45	51		
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	4	7	89		*
	1984	3	33	63		
	1985	51	34	14		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	4	25	71		*
	1984	0	30	70		*
	1985	3	7	90		*
AVERAGE	1983	7	25	68		*
	1984	7	35	57		
	1985	13	29	58		

CLEAR SCHOOL MISSION

MUNN

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	32	21	39		
	1984	20	27	53		
	1985	3	28	69		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	8	11	78		*
	1984	7	10	83		*
	1985	0	3	97		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	14	14	73		*
	1984	20	7	74		*
	1985	3	0	90		*
9. EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	14	18	65		
	1984	13	29	64		
	1985	0	3	89		*
10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	7	4	79		*
	1984	13	10	67		*
	1985	0	0	83		*
11. IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	18	18	54		
	1984	13	23	53		
	1985	0	3	80		*
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	11	25	53		
	1984	*	20	63		
	1985	0	3	79		*

13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	8	7	83		*
	1984	3	3	94		*
	1985	0	0	79		*
14. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	4	14	80		
	1984	7	10	73		*
	1985	0	7	72		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	15	4	64		
	1984	0	20	70		*
	1985	0	7	72		*
16. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	18	36	46		
	1984	10	43	43		
	1985	3	14	76		*
AVERAGE	1983	14	16	62		
	1984	10	18	66		*
	1985	1	6	80		*

INSTRUCTIONAL LEADERSHIP	MUNN		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.		1983	43	7	50		
		1984	34	20	44		
		1985	3	31	66		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.		1983	36	21	36		
		1984	20	37	40		
		1985	7	28	66		*
19. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.		1983	39	29	32		
		1984	44	20	34		
		1985	21	24	48		
20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.		1983	89	0	11	*	
		1984	94	3	3	*	
		1985	100	0	0	*	
21. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.		1983	0	4	96		*
		1984	0	10	90		*
		1985	0	0	100		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.		1983	89	0	7	*	
		1984	93	3	3	*	
		1985	100	0	0	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.		1983	11	14	75		*
		1984	[illegible]	17	80		*
		1985	3	7	89		*
24. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.		1983	14	18	68		
		1984	7	10	84		
		1985	0	0	100		
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.		1983	61	32	4		
		1984	7	57	37		
		1985	0	28	73		*

26. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	39	43	18	
	1984	40	50	7	
	1985	21	55	24	
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	50	39	11	
	1984	34	60	7	
	1985	10	59	31	
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	35	58	8	
	1984	30	57	10	
	1985	17	45	38	
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	7	11	83	+
	1984	3	3	94	+
	1985	0	7	86	+
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	36	39	21	
	1984	37	40	17	
	1985	10	28	59	
31. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	43	36	22	
	1984	36	40	16	
	1985	7	28	65	
32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	50	29	16	
	1984	47	43	6	
	1985	0	66	27	
33. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	44	10	34	
	1984	40	27	30	
	1985	10	45	34	
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	32	7	29	
	1984	47	27	23	
	1985	24	24	42	
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	32	21	43	
	1984	20	27	53	
	1985	3	14	83	+
AVERAGE	1983	40	22	34	
	1984	33	29	36	
	1985	18	26	54	

MUNN

HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
36. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	18	71		+
	1984	7	7	84		+
	1985	0	14	86		+
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	4	50	39		
	1984	3	17	77		+
	1985	0	31	69		+
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	21	57	21		
	1984	20	43	33		
	1985	10	31	55		
39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	29	18	53		
	1984	20	17	63		
	1985	3	14	82		+

40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	4	7	64	
	1984	6	7	80	*
	1985	0	0	89	*
41. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	7	14	75	*
	1984	9	17	80	*
	1985	0	14	83	*
42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	33	32	35	
	1984	60	7	27	
	1985	20	17	62	
43. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	7	37	42	
	1984	6	40	47	
	1985	0	29	69	*
44.					
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	11	21	46	
	1984	24	30	34	
	1985	10	10	55	
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTSUCTION TO SMALL GROUPS.	1983	25	36	8	
	1984	23	33	24	
	1985	3	38	34	
AVERAGE	1983	14	29	46	*
	1984	17	22	55	
	1985	5	17	68	*

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	HUMM ====		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
47. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.		1983	4	18	57		
		1984	57	7	20		
		1985	6	17	52		
48. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.		1983					
		1984	66	7	10	*	
		1985	20	17	42		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.		1983	11	43	21		
		1984	13	53	20		
		1985	6	34	35		
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.		1983	52	17	24		
		1984	43	20	30		
		1985	7	17	59		
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.		1983	39	29	29		
		1984	17	33	46		
		1985	14	24	48		
52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.		1983	68	18	14	*	
		1984	77	7	14	*	
		1985	24	34	27		

52. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	18	50	32	
	1984	20	40	31	
	1985	3	34	59	
54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	0	18	68	*
	1984	13	13	64	
	1985	3	7	68	*
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	0	11	82	*
	1984	0	17	77	*
	1985	0	7	83	*
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	4	39	57	
	1984	7	27	66	*
	1985	3	10	83	*
AVERAGE	1983	22	27	42	
	1984	31	22	38	*
	1985	9	20	56	

FREQUENT MONITORING OF STUDENT PROGRESS	MUNN ****	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.	1983	0	0	100		*
	1984	0	0	100		*
	1985	0	0	86		*
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	23	23	55		
	1984	7	3	86		*
	1985	0	3	93		*
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.	1983	4	32	57		
	1984	3	37	57		
	1985	0	17	69		*
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	4	0	82		
	1984	13	3	80		*
	1985	3	0	79		*
61. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	11	0	72		*
	1984	10	7	77		*
	1985	3	0	80		*
62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	0	0	93		*
	1984	0	3	90		*
	1985	0	0	86		*
63. THERE IS A CRITERION REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.	1983	0	50	35		
	1984	3	53	30		
	1985	0	38	45		
64. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	4	0	75		*
	1984	14	13	60		
	1985	0	10	69		
AVERAGE	1983	5	13	70		
	1984	6	15	72		
	1985	1	9	75		

HOME SCHOOL RELATIONS	HUMN		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.		1983	11	14	75		*
		1984	0	3	97		*
		1985	0	0	100		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.		1983	29	14	57		
		1984	3	13	84		*
		1985	0	3	97		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.		1983	14	6	79		*
		1984	3	17	74		*
		1985	3	10	79		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.		1983	0	18	79		*
		1984	3	13	84		*
		1985	0	14	86		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.		1983	40	46	14		
		1984	27	47	23		
		1985	31	31	31		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.		1983	50	36	4		
		1984	46	47	7		
		1985	31	33	17		
71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.		1983	47	43	4		
		1984	27	63	7		
		1985	13	55	14		
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.		1983	7	11	71		*
		1984	3	7	73		*
		1985	0	17	69		*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.		1983	3	17	79		*
		1984	20	7	73		*
		1985	10	10	73		*
	AVERAGE	1983	22	23	52		
		1984	15	24	58		
		1985	10	21	63		

TOWN LINE SCHOOL

SAFE AND ORDERLY ENVIRONMENT		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	3%	45%	51%		
	1984	0	6	94		*
	1985	0	0	100		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	0	10	89		*
	1984	0	31	69		*
	1985	0	23	77		*
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	3	17	79		*
	1984	0	16	85		*
	1985	3	13	83		*
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	20	38	38		
	1984	25	38	38		
	1985	6	23	70		*
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	3	24	72		*
	1984	3	9	87		*
	1985	0	3	96		*
AVERAGE	1983	6	27	66		*
	1984	6	20	75		*
	1985	2	12	85		*

TOWN LINE

CLEAR SCHOOL MISSION		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	31	31	34		
	1984	25	28	41		
	1985	3	3	93		*
7. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	3	3	93		*
	1984	3	6	84		*
	1985	0	3	97		*
8. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	27	17	45		
	1984	3	16	76		*
	1985	0	7	93		*
9. EACH GRADE LEVEL HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	14	17	58		
	1984	3	3	83		*
	1985	3	13	80		*
10. SPECIFIC OBJECTIVES IN THE AREA OF LANGUAGE ARTS EXIST THROUGH ALL GRADES.	1983	7	7	73		*
	1984	0	3	91		*
	1985	0	7	80		*
11. IDENTIFIED OBJECTIVES IN LANGUAGE ARTS GUIDE MOST CLASSROOM INSTRUCTION.	1983	7	24	55		
	1984	9	13	60		
	1985	0	17	70		
12. IN LANGUAGE ARTS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	12	3	71		*
	1984	0	13	69		*
	1985	0	10	77		*

13. IN MATHEMATICS THERE IS A SET OF SPECIFIC WRITTEN OBJECTIVES ON WHICH THE PROGRAM IS BASED.	1983	0	10	76		*
	1984	0	3	81		*
	1985	0	0	80		*
14. IDENTIFIED OBJECTIVES IN MATHEMATICS GUIDE MOST CLASSROOM INSTRUCTION.	1983	10	10	66		*
	1984	0	13	83		*
	1985	0	7	74		*
15. IN MATHEMATICS THERE IS AN IDENTIFIED SET OF OBJECTIVES OR SKILLS AT EACH GRADE LEVEL THAT STUDENTS ARE EXPECTED TO MASTER.	1983	3	10	72		*
	1984	0	7	78		*
	1985	0	0	80		*
16. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	24	31	45		
	1984	9	24	50		
	1985	0	37	64		
AVERAGE	1983	13	15	62		
	1984	5	12	71		*
	1985	1	10	79		*

INSTRUCTIONAL LEADERSHIP	TOWN LINE =========	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
17. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	10	21	69		*
	1984	0	28	69		*
	1985	0	23	77		*
18. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	13	41	42		
	1984	16	28	56		
	1985	0	23	77		*
19. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	38	38	17		
	1984	41	19	22		
	1985	23	43	24		
20. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	96	3	3	*	
	1984	84	3	3	*	
	1985	87	3	10	*	
21. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	7	87		*
	1984	6	0	94		*
	1985	0	0	100		*
22. THE PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	83	3	7	*	
	1984	88	6	3	*	
	1985	83	7	10	*	
23. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	0	3	94		*
	1984	0	6	94		*
	1985	0	10	90		*
24. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	3	17	79		*
	1984	13	6	82		*
	1985	3	3	93		*
25. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	62	34	4		
	1984	47	41	9		
	1985	3	33	64		

26. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	41	38	17	
	1984	29	53	19	
	1985	20	43	37	
27. THE PRINCIPAL PERIODICALLY DISCUSSES INSTRUCTIONAL ISSUES WITH THE TEACHER.	1983	31	45	17	
	1984	25	47	28	
	1985	7	50	43	
28. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	48	41	6	
	1984	57	22	19	
	1985	30	50	14	
29. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	3	21	55	
	1984	3	13	72	*
	1985	0	3	90	*
30. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	48	21	24	
	1984	25	31	40	
	1985	0	27	73	*
31. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	17	45	33	
	1984	19	50	25	
	1985	3	23	73	*
32. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	31	55	9	
	1984	38	34	19	
	1985	23	53	10	
33. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	28	28	35	
	1984	16	22	56	
	1985	6	33	47	
34. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	54	21	6	
	1984	47	9	29	
	1985	30	30	20	
35. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	10	38	48	
	1984	6	50	44	
	1985	0	10	80	*
AVERAGE	1983	32	27	34	
	1984	29	25	41	
	1985	17	25	51	

TOWN LINE

HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
36. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER BASIC SKILLS AT EACH GRADE LEVEL.	1983	0	3	90		*
	1984	0	0	97		*
	1985	0	0	100		*
37. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS AT THEIR GRADE LEVEL.	1983	3	52	44		
	1984	3	25	72		*
	1985	0	7	93		*
38. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	28	41	31		
	1984	25	28	47		
	1985	3	30	66		*

39. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	21	28	52	
	1984	3	25	72	
	1985	10	0	90	
40. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN GRADES IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	0	3	55	
	1984	6	3	52	
	1985	0	3	58	
41. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	3	3	93	
	1984	0	0	94	
	1985	0	0	97	
42. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	35	31	34	
	1984	13	38	47	
	1985	6	13	76	
43. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	17	21	55	
	1984	3	44	44	
	1985	0	13	87	
44.					
45. MOST INITIAL MATH INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	6	41	21	
	1984	6	31	26	
	1985	27	13	37	
46. MOST INITIAL READING INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	14	45	13	
	1984	3	53	9	
	1985	17	37	14	
AVERAGE	1983	13	27	49	
	1984	6	25	57	
	1985	6	12	73	

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	TOWN LINE		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
47. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR READING IN THE CLASSROOM.		1983	14	14	45		
		1984	38	3	28		
		1985	33	13	20		
48. AT LEAST ONE HOUR AND 20 MINUTES PER DAY IS ALLOCATED FOR LANGUAGE ARTS IN THE CLASSROOM.		1983					
		1984	63	6	3		
		1985	57	13	0		
49. AT LEAST 45 MINUTES PER DAY IS ALLOCATED FOR MATH IN THE CLASSROOM.		1983	14	38	29		
		1984	12	38	22		
		1985	14	27	33		
50. TIME ALLOTMENTS FOR EACH BASIC SKILL AREA ARE SET BY THE PRINCIPAL AND TEACHERS AND MONITORED PERIODICALLY.		1983	65	14	7		
		1984	50	6	17		
		1985	27	13	46		
51. BASIC SKILLS INSTRUCTION TIME IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.		1983	10	34	42		
		1984	9	9	75		
		1985	10	20	63		

52. PULL-OUT PROGRAMS SUPPLEMENT CLASS INSTRUCTION.	1983	44	21	21	
	1984	41	6	50	
	1985	27	13	57	
53. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	3	45	41	
	1984	3	44	50	
	1985	3	17	70	+
54. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	3	24	62	
	1984	6	16	56	
	1985	0	20	53	
55. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	3	10	69	+
	1984	0	9	78	+
	1985	0	10	80	+
56. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	0	38	52	
	1984	0	34	63	
	1985	3	27	64	+
AVERAGE	1983	17	26	39	
	1984	22	17	44	
	1985	17	17	49	

FREQUENT MONITORING OF STUDENT PROGRESS	TOWN LINE ********		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL.		1983	0	0	89		+
		1984	0	3	87		+
		1985	0	0	90		+
58. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.		1983	20	17	62		
		1984	6	25	67		
		1985	7	0	80		+
59. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE BASIC SKILLS CURRICULUM.		1983	3	10	76		+
		1984	0	16	69		+
		1985	0	10	77		+
60. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.		1983	17	7	66		+
		1984	15	6	72		+
		1985	13	0	83		+
61. STUDENT PROGRESS IN BASIC SKILLS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.		1983	24	3	62		
		1984	6	13	72		+
		1985	10	7	76		+
62. INFORMATION OBTAINED FROM BASIC SKILLS TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.		1983	0	3	86		+
		1984	3	3	84		+
		1985	3	0	94		+
63. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN AT LEAST TWO BASIC SKILL AREAS.		1983	0	34	55		
		1984	0	53	25		
		1985	0	57	23		

64. INDIVIDUAL TEACHERS USE CRT S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	0	17	83		
	1984	3	13	83		
	1985	6	17	87		
AVERAGE	1983	8	11	87		*
	1984	4	17	80		*
	1985	5	11	73		*

HOME-SCHOOL RELATIONS	TOWN LINE				AREA OF MAJOR	
		CONCERN	NEUTRAL	STRENGTH	CONCERN	STRENGTH
65. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	21	10	65		
	1984	0	0	94		*
	1985	3	3	87		*
66. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	7	14	79		*
	1984	3	9	82		*
	1985	0	10	90		*
67. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	17	0	83		*
	1984	3	6	91		*
	1985	6	0	94		*
68. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	3	10	86		*
	1984	3	13	85		*
	1985	0	7	93		*
69. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	56	17	26		
	1984	47	28	18		
	1985	43	37	20		
70. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	42	31	14		
	1984	41	38	12		
	1985	0	7	93		*
71. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	31	38	13		
	1984	22	41	22		
	1985	0	60	34		
72. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	0	7	92		
	1984	0	9	91		
	1985	0	10	73		*
73. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	24	72		*
	1984	19	6	72		*
	1985	10	3	86		*
AVERAGE	1983	20	17	63		
	1984	15	17	68		
	1985	10	15	73		*

SAFE AND ORDERLY ENVIRONMENT

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	0%	5%	95%		*
	1984	3	12	84		*
	1985	4	24	73		*
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	2	66	31		
	1984	16	62	21		
	1985	34	57	8		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	7	59	33		
	1984	19	57	23		
	1985	16	71	14		
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	76	18	6	*	
	1984	7	55	39		
	1985	6	67	28		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	2	59	38		
	1984	0	60	41		
	1985	8	53	39		
AVERAGE	1983	17	41	41		
	1984	9	49	42		
	1985	14	55	32		

INSTRUCTIONAL LEADERSHIP

COSGROVE

		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	19	24	57		
	1984	33	17	50		
	1985	25	31	41		
7. THE PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	9	43	48		
	1984	12	29	59		
	1985	22	43	36		
8. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	26	31	38		
	1984	24	14	62		
	1985	20	20	24		
9. THE ASSISTANT PRINCIPAL(S) PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	55	14	31		
	1984	48	17	36		
	1985	47	25	26		
10. THE PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	87	11	2	*	
	1984	88	7	2	*	
	1985	71	14	0	*	
11. THE ASSISTANT PRINCIPAL(S) MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	83	15	0		
	1984	81	14	2	*	
	1985	63	6	0		
12. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	9	90		
	1984	2	5	90		*
	1985	6	8	87		*
13. THE PRINCIPAL OR ASSISTANT PRINCIPAL ENGAGES IN A POST OBSERVATION CONFERENCE THREE TIMES A YEAR OR MORE.	1983	72	7	5	*	
	1984	83	10	5	*	
	1985	73	4	24	*	

14. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL OR ASSISTANT PRINCIPAL PROVIDE FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	2	17	82	+
	1984	2	17	79	+
	1985	9	14	77	+
15. THE PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	2	31	67	+
	1984	15	29	57	
	1985	6	39	55	
16. THE ASSISTANT PRINCIPAL IS REGULARLY VISABLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1985	8	22	71	+
17. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY. SCHOOL.	1983	2	33	64	
	1984	0	24	56	
	1985	6	27	65	
18. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL.	1983	33	43	19	
	1984	43	33	23	
	1985	53	35	12	
19. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THEIR TEACHER LEADER.	1983	36	31	29	
	1984	38	33	29	
	1985	40	22	26	
20. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE ASSISTANT PRINCIPAL.	1983	67	24	7	+
	1984	59	24	17	
	1985	60	29	8	
21. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	5	43	44	
	1984	2	21	74	+
	1985	20	22	42	
22. THE PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	48	17	36	
	1984	26	19	52	
	1985	26	20	54	
23. THE PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	17	45	36	
	1984	5	55	38	
	1985	14	41	43	
24. THE TEACHER LEADERS REGULARLY ARRANGE OR PROMOTE STAFF DEVELOPMENT ACTIVITIES.	1983	40	43	14	
	1984	35	38	24	
	1985	36	22	28	
25. THE ASSISTANT PRINCIPAL(S) REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	38	43	14	
	1984	38	46	12	
	1985	28	43	30	
26. THE PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	43	21	28	
	1984	40	24	36	
	1985	47	28	24	
27. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	40	21	33	
	1984	33	26	36	
	1985	28	33	39	
28. THE ASSISTANT PRINCIPAL(S) AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	59	14	17	
	1984	64	12	22	
	1985	57	22	16	

27. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	7	62	28	
	1984	16	33	48	
	1985	14	57	28	
AVERAGE	1983	34	28	35	
	1984	33	24	40	
	1985	33	28	34	

COSGROVE

CLEAR SCHOOL MISSION		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
30 & 31.						
32. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	33	26	36		
	1984	14	24	57		
	1985	12	31	53		
33. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	24	19	50		
	1984	17	21	57		
	1985	20	14	56		
34. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	24	29	45		
	1984	15	24	57		
	1985	8	22	63		
35. EACH GRADE LEVEL OR SUBJECT AREA HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	24	9	64		
	1984	15	19	64		
	1985	10	24	63		
36. WRITTEN SEQUENTIAL OBJECTIVES EXIST FOR THE COURSES IN THIS ACADEMIC AREA.	1983	19	31	48		
	1984	26	24	46		
	1985	10	24	63		
37. IDENTIFIED OBJECTIVES GUIDE MOST CLASSROOM INSTRUCTION.	1983	12	36	52		
	1984	12	26	58		
	1985	2	29	64		
38. IN MY ACADEMIC AREA SPECIFIC SKILLS ARE IDENTIFIED WHICH STUDENTS ARE EXPECTED TO MASTER.	1983	19	9	71		+
	1984	21	24	52		
	1985	22	14	63		
39. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	24	26	45		
	1984	21	19	57		
	1985	12	24	62		
AVERAGE	1983	22	23	51		
	1984	16	23	56		
	1985	12	23	61		

COSGROVE

HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
40. NINETY PERCENT OR HIGHER OF MY STUDENTS ARE EXPECTED TO MASTER ESSENTIAL SKILLS IN MY PRIMARY DISCIPLINE.	1983	5	14	81		+
	1984	2	10	91		+
	1985	2	0	94		+

41. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS IN THEIR PRIMARY DISCIPLINE.	1983	24	17	59	
	1984	10	29	57	
	1985	6	8	84	*
42. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	31	31	38	
	1984	21	26	50	
	1985	6	24	62	
43. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	21	40	38	
	1984	12	19	64	
	1985	4	16	78	*
44. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN CLASSES IN MY ACADEMIC AREA IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	5	5	64	
	1984	2	12	61	
	1985	4	2	61	
45. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	0	14	76	*
	1984	0	17	76	*
	1985	0	12	77	*
46. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	26	29	45	
	1984	31	29	36	
	1985	36	27	35	
47. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	19	36	40	
	1984	12	38	42	
	1985	8	31	57	
48. IN MY ACADEMIC AREA MOST INITIAL INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	26	19	45	
	1984	19	19	55	
	1985	10	24	55	
AVERAGE	1983	17	23	54	
	1984	12	22	58	
	1985	8	16	67	*

COSGROVE

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
49. STUDENTS SPEND 85% OR MORE OF THE CLASS PERIOD ON PLANNED LEARNING ACTIVITIES.	1983	9	14	74		*
	1984	10	17	66		*
	1985	4	6	88		*
50. CLASSROOM INSTRUCTION IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.	1983	21	29	50		
	1984	16	33	46		
	1985	14	18	62		
51. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.	1983	7	43	50		
	1984	10	48	41		
	1985	4	27	65		
52. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.	1983	10	5	74		
	1984	9	5	78		
	1985	2	6	83		
53. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.	1983	5	19	64		
	1984	4	24	64		

54. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.	1983	0	21	74		*
	1984	5	17	74		*
	1985	2	12	81		*
AVERAGE	1983	9	22	64		
	1984	9	24	62		
	1985	5	14	75		*

FREQUENT MONITORING OF STUDENT PROGRESS	COSGROVE	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
55. THERE IS ANNUAL STANDARDIZED TESTING (i.E., THE STANFORD ACHIEVEMENT TEST AT EACH GRADE LEVEL AND INEACH COURSE.	1983	17	2	74		*
	1984	26	5	62		
	1985	10	4	59		
56. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.	1983	31	29	31		
	1984	38	31	23		
	1985	30	14	31		
57. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE CURRICULUM IN MY ACADEMIC AREA.	1983	31	29	31		
	1984	26	24	36		
	1985	12	24	35		
58. STUDENT PROGRESS IN CLASS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	21	2	71		*
	1984	19	2	66		*
	1985	6	2	81		*
59. STUDENT PROGRESS IN CLASS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	9	17	62		
	1984	12	12	64		
	1985	8	8	69		*
60. INFORMATION OBTAINED FROM TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK, AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	17	9	69		*
	1984	14	5	74		*
	1985	2	6	76		*
61. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN MY ACADEMIC AREA.	1983	31	0	50		
	1984	31	0	57		
	1985	37	0	45		
62. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	45	9	19		
	1984	43	10	33		
	1985	28	14	32		
AVERAGE	1983	25	12	51		
	1984	26	11	52		
	1985	16	9	54		

HOME-SCHOOL RELATIONS	COSGROVE	CONCERN	NEUTRAL	STRENGTH	AREA OF MAJ CONCERN	AREA OF MAJ STR...
63. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	86	7	5	*	
	1984	64	17	14		
	1985	10	24	57		

64. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	69	21	7	*	
	1984	57	17	21		
	1985	16	24	57		
65. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	48	9	36		
	1984	26	17	42		
	1985	28	12	49		
66. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	2	9	79		*
	1984	2	17	73		*
	1985	4	24	66		*
67. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	69	17	12	*	
	1984	64	14	16		
	1985	69	20	8	*	
68. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	17	17	62		
	1984	2	2	95		*
	1985	0	8	86		*
69. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	48	43	5		
	1984	26	33	38		
	1985	18	43	28		
70. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	7	24	57		
	1984	7	14	65		
	1985	6	18	59		
71. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	9	88		*
	1984	22	10	57		
	1985	28	10	49		
AVERAGE	1983	38	18	37		
	1984	30	16	47		
	1985	20	21	51		

WILSON SCHOOL

SAFE AND ORDERLY ENVIRONMENT		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
1. ADULTS AND STUDENTS FEEL THAT THE ATMOSPHERE OF THE BUILDING IS SAFE AND ORDERLY.	1983	1%	30%	69%		*
	1984	0	28	72		*
	1985	4	37	59		
2. SCHOOL AND CLASS BEHAVIOR ARE GENERALLY ACCEPTABLE.	1983	19	66	15		
	1984	16	70	13		
	1985	30	41	28		
3. DISCIPLINE IS A SHARED RESPONSIBILITY IN THE SCHOOL.	1983	13	63	24		
	1984	3	70	27		
	1985	22	39	39		
4. THE SCHOOL BUILDING IS CLEAN AND WELL TAKEN CARE OF BY STAFF AND STUDENTS.	1983	14	70	15		
	1984	20	70	10		
	1985	14	61	24		
5. STUDENTS ARE GENERALLY POSITIVE ABOUT SCHOOL AND LEARNING.	1983	10	58	31		
	1984	6	56	38		
	1985	14	47	39		
AVERAGE	1983	11	57	31		
	1984	9	59	32		
	1985	17	45	38		

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INSTRUCTIONAL LEADERSHIP		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
6. INSTRUCTIONAL LEADERSHIP IS PROVIDED BY THE PRINCIPAL.	1983	39	23	38		
	1984	36	34	28		
	1985	41	24	35		
7. THE PRINCIPAL OR ASSISTANT PRINCIPAL PROMOTES FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	48	28	23		
	1984	36	39	25		
	1985	26	37	34		
8. TEACHER LEADERS PROMOTE FREQUENT DISCUSSION OF INSTRUCTIONAL IMPROVEMENT.	1983	42	10	48		
	1984	41	15	43		
	1985	32	10	55		
9. THE PRINCIPAL OR ASSISTANT PRINCIPAL MAKES FORMAL CLASSROOM OBSERVATIONS THREE TIMES A YEAR OR MORE.	1983	73	4	23	*	
	1984	80	9	11	*	
	1985	84	8	8	*	
10. A TYPICAL FORMAL CLASSROOM OBSERVATION IS PLANNED BY THE PRINCIPAL AND TEACHER AT A PRE-CONFERENCE FOLLOWED BY A POST-CONFERENCE.	1983	0	7	92		*
	1984	0	5	95		*
	1985	2	2	95		*
11. THE PRINCIPAL OR ASSISTANT PRINCIPAL ENGAGES IN A POST-OBSERVATION THREE TIMES A YEAR OR MORE.	1983	72	3	20	*	
	1984	82	5	13	*	
	1985	92	8	8	*	
12. AFTER A CLASSROOM OBSERVATION THE PRINCIPAL OR ASSISTANT PRINCIPAL PROVIDES FEEDBACK PRIMARILY ON INSTRUCTIONAL ISSUES.	1983	7	18	75		
	1984	3	10	87		*
	1985	2	6	89		

12. THE PRINCIPAL OR ASSISTANT PRINCIPAL IS REGULARLY VISIBLE AT VARIOUS LOCATIONS IN THE SCHOOL.	1983	24	29	47	
	1984	12	33	56	
	1985	8	16	75	+
14. THE SCHOOL REQUIRES AND REVIEWS LESSON PLANS REGULARLY.	1983	65	31	4	
	1984	70	25	5	+
	1985	45	47	6	
15. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE PRINCIPAL OR ASSISTANT PRINCIPAL.	1983	54	30	14	
	1984	69	26	3	+
	1985	47	31	18	
16. TEACHERS FREQUENTLY SEEK INSTRUCTIONAL ADVICE FROM THE TEACHER LEADER.	1983	25	46	25	
	1984	40	28	28	
	1985	18	29	44	
17. THE PRINCIPAL REGULARLY REVIEWS AND INTERPRETS TEST RESULTS WITH FACULTY.	1983	11	31	47	
	1984	17	26	55	
	1985	2	27	72	+
18. THE PRINCIPAL OR ASSISTANT PRINCIPAL FREQUENTLY COMMUNICATES TO TEACHERS THEIR RESPONSIBILITY IN RELATION TO STUDENT ACHIEVEMENT.	1983	22	13	62	
	1984	26	15	58	
	1985	14	16	68	+
19. THE PRINCIPAL OR ASSISTANT PRINCIPAL REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	48	38	11	
	1984	31	44	23	
	1985	22	41	37	
20. THE TEACHER LEADER REGULARLY ARRANGES OR PROMOTES STAFF DEVELOPMENT ACTIVITIES.	1983	30	38	31	
	1984	54	30	15	
	1985	24	47	26	
21. THE PRINCIPAL OR ASSISTANT PRINCIPAL AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	72	11	17	+
	1984	54	21	22	
	1985	57	14	28	
22. TEACHER LEADERS AND TEACHERS WORK TOGETHER TO COORDINATE THE INSTRUCTIONAL PROGRAM WITHIN AND BETWEEN GRADES.	1983	33	24	38	
	1984	44	21	31	
	1985	26	31	41	
23. FACULTY MEETINGS PRIMARILY DEAL WITH INSTRUCTIONAL ISSUES.	1983	70	21	8	+
	1984	58	34	8	
	1985	20	49	29	
AVERAGE	1983	41	22	34	
	1984	42	33	24	
	1985	31	24	43	

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CLEAR SCHOOL MISSION		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
24 AND 25.						
26. THERE IS A WRITTEN STATEMENT OF PURPOSE WHICH GUIDES THE INSTRUCTIONAL PROGRAM OF THIS SCHOOL.	1983	34	32	27		
	1984	36	25	38		
	1985	8	33	59		
27. SPECIFIC OBJECTIVES ON WHICH A CURRICULAR AREA IS BASED EXIST AT ALL GRADES.	1983	15	14	65		
	1984	18	25	56		
	1985	8	16	71		

28. SCHOOL-WIDE OBJECTIVES GUIDE CLASSROOM INSTRUCTION.	1983	23	22	51	
	1984	11	33	54	
	1985	0	16	77	*
29. EACH GRADE LEVEL OR SUBJECT AREA HAS AN IDENTIFIED SET OF SKILLS OR OBJECTIVES THAT STUDENTS ARE EXPECTED TO MASTER.	1983	16	16	61	
	1984	10	20	68	*
	1985	6	12	75	*
30. WRITTEN SEQUENTIAL OBJECTIVES EXIST FOR THE COURSES IN THIS ACADEMIC AREA.	1983	20	22	58	
	1984	13	26	60	
	1985	12	18	67	*
31. IDENTIFIED OBJECTIVES GUIDE MOST CLASSROOM INSTRUCTION.	1983	19	19	57	
	1984	13	16	70	*
	1985	2	22	73	*
32. IN MY ACADEMIC AREA SPECIFIC SKILLS ARE IDENTIFIED WHICH STUDENTS ARE EXPECTED TO MASTER.	1983	11	16	69	*
	1984	13	11	76	*
	1985	10	14	72	*
33. MATERIALS AND EQUIPMENT NEEDED MOST OFTEN TO CARRY OUT INSTRUCTIONAL OBJECTIVES ARE AVAILABLE.	1983	30	26	45	
	1984	25	30	46	
	1985	24	10	61	
AVERAGE	1983	21	21	54	
	1984	17	23	59	
	1985	9	16	69	*

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HIGH EXPECTATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
34. NINETY PERCENT OR HIGHER OF STUDENTS ARE EXPECTED TO MASTER ESSENTIAL SKILLS IN MY PRIMARY DISCIPLINE.	1983	1	3	92		*
	1984	0	10	89		*
	1985	0	4	96		*
35. TEACHERS BELIEVE THEY ARE RESPONSIBLE FOR STUDENTS TO MASTER BASIC SKILLS IN THEIR PRIMARY DISCIPLINE.	1983	16	12	70		*
	1984	11	13	75		*
	1985	4	8	86		*
36. TEACHERS BELIEVE THAT ALL STUDENTS CAN MASTER BASIC SKILLS REGARDLESS OF HOME BACKGROUND FACTORS.	1983	27	31	41		
	1984	20	25	56		
	1985	12	16	68		*
37. TEACHERS HAVE HIGH EXPECTATIONS THAT ALL STUDENTS WILL LEARN.	1983	22	19	58		
	1984	16	18	66		*
	1985	0	6	90		*
38. THE NUMBER OF LOW-INCOME CHILDREN RETAINED IN CLASSES IN MY ACADEMIC AREA IS PROPORTIONATELY EQUIVALENT TO OTHERS RETAINED.	1983	7	4	51		
	1984	5	9	61		
	1985	0	10	67		*
39. ALMOST ALL STUDENTS IN THIS SCHOOL CAN BE EXPECTED TO COMPLETE HIGH SCHOOL.	1983	8	9	79		*
	1984	0	2	93		
	1985	0	12	86		*
40. DISCIPLINE PROBLEMS ARE SPREAD ACROSS ALL CATEGORIES OF STUDENTS NOT JUST LOW ACHIEVING STUDENTS.	1983	41	32	26		
	1984	41	26	33		
	1985	42	29	28		

41. LOW-ACHIEVING STUDENTS HAVE THE SAME OPPORTUNITY TO ANSWER QUESTIONS AS OFTEN AS OTHERS DURING LARGE GROUP CLASSROOM INSTRUCTION.	1983	17	43	33		
	1984	21	41	36		
	1985	22	31	44		
42. IN MY ACADEMIC AREA MOST INITIAL INSTRUCTION IS TO THE WHOLE CLASS WITH FOLLOW-UP INSTRUCTION TO SMALL GROUPS.	1983	28	23	37		
	1984	32	20	44		
	1985	24	27	42		
AVERAGE	1983	19	20	54		
	1984	16	18	62		
	1985	12	16	67		+

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK	WILSON ======		CONCERN	NEUTRAL	STRENGTH	AREA OF CONCERN	AREA OF MAJOR STRENGTH
43. STUDENTS SPEND 85% OR MORE OF THE CLASS PERIOD ON PLANNED LEARNING ACTIVITIES.		1983	7	4	81		+
		1984	5	13	79		+
		1985	6	12	80		+
44. CLASSROOM INSTRUCTION IS RARELY AFFECTED BY OUTSIDE INTERRUPTIONS.		1983	30	26	38		
		1984	23	34	42		
		1985	12	18	67		+
45. THERE ARE FEW STUDENT DISRUPTIONS DURING CLASS.		1983	4	37	54		
		1984	11	43	46		
		1985	10	45	43		
46. LESS THAN 25% OF THE TIME OF BASIC SKILL INSTRUCTION IS ALLOCATED FOR INDEPENDENT SEAT WORK.		1983	8	4	80		+
		1984	5	11	83		+
		1985	4	8	83		+
47. STUDENTS GENERALLY HAVE AT LEAST 75% OR BETTER OF ASSIGNED PRACTICE WORK CORRECT.		1983	3	16	69		+
		1984	6	21	66		+
		1985	8	16	67		+
48. INSTRUCTIONAL EVENTS FOLLOW THE GENERAL FORMAT: PRESENTATION, PRACTICE AND OCCASIONAL FEEDBACK DURING PRACTICE.		1983	4	12	80		+
		1984	3	21	71		+
		1985	2	16	76		+
AVERAGE		1983	9	17	67		+
		1984	9	24	65		
		1985	7	19	69		+

FREQUENT MONITORING OF STUDENT PROGRESS	WILSON ======		CONCERN	NEUTRAL	STRENGTH	AREA OF CONCERN	AREA OF MAJOR STRENGTH
49. THERE IS ANNUAL STANDARDIZED TESTING AT EACH GRADE LEVEL AND IN EACH COURSE.		1983	21	5	58		
		1984	19	8	64		
		1985	4	12	73		+
50. ANNUAL STANDARDIZED TEST RESULTS ARE SYSTEMATICALLY USED TO EVALUATE PROGRAM OBJECTIVES.		1983	31	24	29		
		1984	43	21	34		
		1985	16	19	53		

51. THE STANDARDIZED TESTS USED IN THIS SCHOOL ARE A VALID MEASURE OF THE CURRICULUM IN MY ACADEMIC AREA.	1983	20	22	39		
	1984	30	15	51		
	1985	12	20	57		
52. STUDENT PROGRESS IN CLASS IS ASSESSED BY FREQUENT AND SYSTEMATIC SKILL TESTING.	1983	16	0	77		*
	1984	8	0	84		*
	1985	8	2	84		*
53. STUDENT PROGRESS IN CLASS IS ASSESSED SYSTEMATICALLY BY VARIOUS METHODS, CRT'S, UNIT TESTS, STUDENT WORK, ETC.	1983	9	6	73		*
	1984	7	20	67		*
	1985	10	16	65		
54. INFORMATION OBTAINED FROM TESTING IN THE CLASSROOM IS USED FOR SPECIFIC FEEDBACK, AND INSTRUCTION IS AT LEAST SOMEWHAT CHANGED AS A RESULT.	1983	11	3	74		*
	1984	12	10	75		*
	1985	4	4	82		*
55. THERE IS A CRITERION-REFERENCED TESTING PROGRAM IN MY ACADEMIC AREA.	1983	53	0	18		
	1984	46	8	40		
	1985	38	6	40		
56. INDIVIDUAL TEACHERS USE CRT'S TO CHECK STUDENT MASTERY AND TO PLAN THE NEXT INSTRUCTIONAL SEQUENCE FOR THEIR GROUP.	1983	30	9	16		
	1984	36	16	35		
	1985	26	14	34		
AVERAGE	1983	24	9	48		
	1984	25	12	56		
	1985	26	12	61		

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HOME-SCHOOL RELATIONS		CONCERN	NEUTRAL	STRENGTH	AREA OF MAJOR CONCERN	AREA OF MAJOR STRENGTH
57. THERE IS AN ACTIVE PARENT ORGANIZATION.	1983	73	8	4	*	
	1984	97	0	2	*	
	1985	81	18	0	*	
58. PARENTS ARE DIRECTLY INVOLVED IN SUPPORTING THE SCHOOL PROGRAM.	1983	73	15	7	*	
	1984	83	10	5	*	
	1985	78	16	4	*	
59. A VAST MAJORITY OF PARENTS ATTEND SCHEDULED PARENT-TEACHER CONFERENCES.	1983	64	4	16		
	1984	68	7	19	*	
	1985	63	8	20		
60. THERE IS FORMAL AND INFORMAL COMMUNICATION BETWEEN PARENTS AND TEACHERS.	1983	24	18	57		
	1984	15	30	53		
	1985	18	24	57		
61. MANY PARENTS INITIATE TEACHER CONTACTS.	1983	84	11	3	*	
	1984	79	20	2	*	
	1985	85	12	2	*	
62. THE SCHOOL HAS A WRITTEN POLICY ON HOMEWORK, AND HOMEWORK IS REGULARLY ASSIGNED TO ALL STUDENTS.	1983	32	39	22		
	1984	12	16	72		*
	1985	0	12	87		*
63. MOST PARENTS UNDERSTAND AND ACCEPT THEIR ROLE IN MONITORING HOMEWORK.	1983	50	32	18		
	1984	51	44	3		
	1985	14	53	30		

64. MORE THAN 75% OF STUDENTS COMPLETE ASSIGNED HOMEWORK.	1983	5	20	59	
	1984	5	20	67	*
	1985	0	18	72	*
65. PARENTS WOULD EVALUATE THIS SCHOOL BY GIVING A GRADE OF A OR B.	1983	0	8	86	*
	1984	18	13	64	
	1985	10	6	80	*
AVERAGE	1983	45	17	30	
	1984	48	18	32	
	1985	39	19	39	